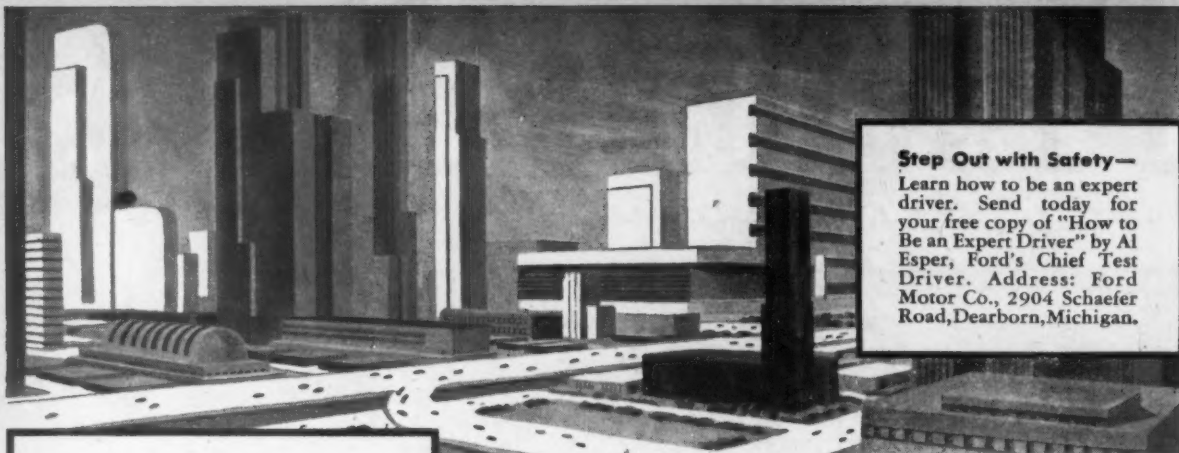


Practical English

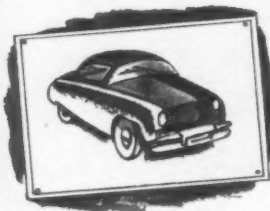
FEBRUARY 17, 1947 • A SCHOLASTIC MAGAZINE



PLANNING PUBLICITY (See page 5)



Young America Looks Ahead with Ford



What kind of cars can we expect to see?

"Numerous surveys indicate an overwhelming desire for better streamlining, smoother lines, lower overall height and general cleaning up of the design. The long tapering hood is doomed to disappear. Popular demand for a better ride has pushed the engine forward in order to cradle the passengers in between the front and rear axles. Fenders, too, will disappear and your car of the future is going to be still lower.

Gasoline engines?

"For some years, at least, the present type of engine is assured of widespread use. It offers many opportunities for even greater improvement. For instance, better fuel distribution, higher compression ratios, improved combustion chamber shape, and reduction of internal friction. Did you know that at 50 miles an hour it takes as much power to turn over your engine as it does to propel the vehicle? Higher octane gasoline, alcohol and other fuels promise better performance, but their general use will depend on the all-important limitations of availability and cost.

What will the car of the future be like? How will it be made . . . of what materials? How about engines . . . fuels?

Because you young people will some day be owning and driving these cars of tomorrow, you might be interested in some of the things Ford engineers are thinking about. Here are some comments made by Harold T. Youngren, Vice-president and Director of Engineering at Ford, in a recent talk before a group of science and research teachers.

Atomic power?

"The best we can say right now is that it *may* be used in the distant future. But we have a long way to go.



As a matter of fact, I suspect that atomic power for automobile propulsion may arrive at just about the same time as interplanetary travel becomes commonplace.

Diesels?

"We have some fine engines of this type suitable for trucks and other heavy work. Advantages are they require no elaborate ignition system and operate efficiently on lower grades of fuel. Disadvantages for passenger car use are their greater cost and weight, and limited useful speed range.

Jet propulsion?

"Whatever we do, we must be practical. Jet propulsion, for example, can be applied to an automobile. But one has only to remember the principle of jet-propulsion—a hot blast to the rear—to imagine what would result if that principle were used.

A room-on-wheels

"The automobile more and more is becoming a room-on-wheels, not just a place where people sit while being carried from one point to another. People want wider seats, more comforts. We are going to see more window area than ever before. Air conditioning units are on the way, but here again cost is the important consideration.



Looking ahead

"Thus we move forward in long-range research. The only limiting factors are our own curiosity, patience and skill. We look forward to the day the fruits of our research and engineering programs can be passed on to the average car driver—particularly in a *less* expensive Ford."

There's a Ford in your future!



F O R D M O T O R C O M P A N Y

Practical English

A National Magazine of English and the Communication Arts Designed for High School Students in General, Business, or Vocational Courses, Published Weekly During the School Year

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VOLUME 2

NUMBER 3

FEBRUARY 17, 1947

Barber Shop Chord

"**B**EAT it, Pop! Can't shave you here — we only cut hair."

"What's the matter with him? Isn't his money any good?" said a customer getting a haircut in the barber's chair.

"Aw, he's just a Bowery bum gettin' over a jag. I ain't gonna shave a guy like that in my high-class shop. Let 'im go to the cheap places! It's a free country. Yuh can push this tolerance business too far. I believe in keepin' some people apart."

"You mean some groups should be made to live by themselves — segregation, they call it?"

"Yeh, that's it. Now yuh take it down there in the Black Belt. They yell a lot about tolerance. But d'ya know what would happen if you and me — decent white folks — went down there and tried to buy a house? They'd throw us out quick as a flash."

"Did you know that there aren't half enough houses in the Black Belt to accommodate all the Negroes in town? Most of them are ratty old firetraps, and the rents they have to pay are 50 per cent higher than for the same type of tenements in white neighborhoods."

"Well, let 'em make good and buy better ones. That's what I did. My old man came over from Italy before I was born."

"So that makes you an American, doesn't it? And you seem to have done okay for yourself — own your own shop?"

"Yeh, and my kids are going to have it better than I did. My oldest girl, now — she's taking secretarial work in the Commercial High School over on Vine Street."

"Is that so? Maybe I know her. I teach in that school. Tell you what — can you close up shop for half an hour, and drop around to the school for a little visit?"

"Don't mind if I do. It's nearly my lunch hour."

Ten minutes later barber and teacher were standing in the lobby of Commercial High School. Young people of all nationalities were dashing hither and yon. Around the walls were arranged tasteful shops selling haberdashery, stationery, notions, and flowers. The barber was nonplussed.

"Yes, we have 23% colored students, 13% Italian, 10% Puerto Rican, 18% Jewish, 20% Irish! But they're all just Americans learning to make a living! Let's step in the flower shop."

"Say, those bouquets are pretty nice. What are the prices?"

"Very moderate, sir," said a smiling, well-groomed colored girl. "How would you like me to make up a corsage of gardenias for your wife?"

"That's an idea — it'll sure bowl her over. But go ahead."

Defly she went to work, choosing attractive blossoms, arranging them with a background of maidenhair fern, wiring each stem together, and wrapping it all up in a waxpaper carton.

"It's fifty cents, sir, and thank you for your purchase."

"Thank you, young lady. I'll bet that would have been two dollars in a downtown florist shop."

And turning to his friend, the teacher, he said: "Say, I want to thank you, too. You've given me some new ideas. These kids deserve a break."

"That's what I think," said the teacher. "If anybody's trying to improve himself, whether it's a Bowery bum, an immigrant boy, or a colored girl, they ought to have their chance."

ON OUR COVER: A publicity committee at work! At least, we assume that Dick Bergesen is contributing to the making of posters for a school art exhibition.

Dick and Joanna Foldi (center) attend Manhasset (N. Y.) High School. Jayne Beach (right) goes to Beard's School, Orange, N. J. (Photo by Dickey Meyer.)

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is the national
closing date for the

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Say What
You Please!

... and that's what we mean! This letters column, a regular feature in *Scholastic Magazines*, is open to opinion on any subject and criticism of any kind, brickbats or orchids. We want to know *what's on your mind*. Other readers do, too. Address Letters Editors, *Scholastic Magazines*, 220 East 42nd St., New York 17, N. Y.—The Editors.

May I take this opportunity to extend to you our profound appreciation of the splendid work that has been done by *Scholastic Magazines* to further knowledge of the United Nations.

The Educational Services Section of the Department of Public Information of the United Nations is following closely this effort ... and has been very much impressed with it.

*Olav Paus-Grunt, Chief
Educational Services Section
United Nations*

I am writing, somewhat tardily, to congratulate you on the excellent editorial, "Home For the Brave," which appeared in the Nov. 25 issue. May I also call your attention to an error in the latter part of the editorial? It is emphatically *not* true that labor leaders oppose opening our gates wide enough for more than the present small number of immigrants to enter. Both the AFL and the CIO adopted, at their last conventions, liberal resolutions on ... easier immigration for displaced persons.

*Eleanor Wolf, Executive Secretary
Michigan Labor Committee
Detroit, Michigan*

The editorial referred to was written before the 1946 conventions of the AFL and the CIO. However, we have read the resolutions of the Eighth CIO Convention. The CIO resolution says, "Our government, in accordance with its traditional generosity toward aliens and its sympathetic welcome of oppressed peoples, should immediately open its doors to the thousands of homeless and desperate Jews in Europe." The CIO makes no reference to any liberalization of our present immigration laws.

The AFL resolution states: "... your committee would not recommend that our nation's immigration laws be amended or modified, but ... is of the opinion that some immediate relief should be given to the dispossessed of Europe" and recommends that "the unfilled quotas of the war period" be now used for the entry of "displaced persons in Europe."



YOU'RE TELLING THE WORLD!



By Dorothy M. Johnson

YOU'D probably be surprised if you knew how often you give publicity to a coming event. You're a one-man publicity committee every time you "plug" a school game or play, a church dinner, or a meeting of any kind.

Your "plug" helps make the event a success. The dramatic club may give a corking good performance of *Our Town*, but the evening is a flop unless students and parents have been persuaded to attend. A rally before a basketball game may be a capital idea. But nothing falls flatter than a rally if the interest and enthusiasm of students hasn't been aroused beforehand.

Making people want to attend the affair or buy the tickets is the job of publicity. You know from experience that a sure way to gain your interest is the advice of a friend. "Say, I hear the Junior Revue Saturday night is going to be a good show," Steve says at lunch. "Let's get up a crowd and go." Steve is publicizing the Junior Revue. He is (1) letting you know that there is to be a Junior Revue; (2) making you want to go.

Publicity combines selling and journalism, and is closely related to advertising. It "sells" the event to the public by making people want to attend. The No. 1 selling method is writing posters and newspaper articles.

If you're interested in a career in journalism, selling, or advertising, school experience in publicity will be useful to you. No matter what your career, it will make you welcome and valuable as a citizen of the community in which

you live. The success of Community Chests, the Red Cross, and many other civic projects depends on publicity.

There are many ways to arouse public interest. Posters, handbills, pep meetings, speeches in assembly or home-rooms, and articles in the school and local papers will all help.

Pep Up the Public

Suppose you become a member of a publicity committee. The two things you want to accomplish should be in the front of your mind like neon signs. You want to let people know what the event is, and when and where it will take place. And you want to persuade them to attend.

How do you go about it?

Posters are a good bet. A well-planned and well-drawn poster will attract the attention you want. Your first job is to make the facts known. Be sure to include all information that's essential.

- (What's the attraction?) Track Meet, Warren vs. South Side.
- (Where?) Warren Field.
- (When?) Saturday, March 15 at 2:30 p.m. (Use exact dates.)

You also want the lettering to be large enough to be read from a distance. Keep the information as brief as possible. You defeat your own purpose if you insist on a long hymn of praise such as this: "Come to the big track meet and see the Bruins beat their ancient enemies of South Side High." In order to get all that on one poster, the letters would be too small to be read easily. Also, the message is too wordy to have a punch.

Now as to your second job — to make the students eager to attend the meet. Add a brief sales message such as "Root for the team!" Your message might be told this way on the poster:

Root for the Team!

Track Meet — Warren vs. South Side.

Warren Field, Sat., March 15—2:30 p.m.

Keep the poster neat! An attractive poster — well drawn and easily read — will arouse more interest than a messy one. So here's the place to enlist the help of the school art department or some of your talented friends. Color, arrangement, letter style, and decora-



tions will do wonders with those few words of yours.

Post Your Posters

Posters lying in a corner don't sell tickets. Post your posters where they'll be seen. But if you don't want your handiwork to be yanked down in five minutes, get permission before you tack it up. For school bulletin boards, speak to school authorities. For store windows, walk into the store with a poster and ask the manager politely, "Would you mind having a poster in your window about the High School Carnival?" Wait while your poster is placed in the window — and check from the outside to see that it's right side up!

"Don'ts" of Posters

Publicity material must "make sense." So don't make your poster useless by sacrificing clarity for cleverness. Suppose you read this poster: "What's go-



ing to happen Saturday? Come to Warren Field and see!" You probably wouldn't go. The poster hasn't even mentioned the track meet!

Have you seen a poster which says "Watch this space!" or merely shows a large question mark? These "teaser posters" often fall flat, too. Readers shrug and forget the whole thing before the final poster, telling the news, ever appears.

Before trying "student posters," such as those, get the reaction of a friend who knows nothing about the event. Posters are good publicity — if you use them intelligently.

Pass Out Handbills

A publicity method may be effective just because it's *different*. If publicity committees have been overworking posters in your school, try handbills (also called "throw-outs"). A handbill is a square of paper that gives the same facts as a poster, but is "handed out" to passersby. For one hand-drawn poster, you need a hundred mimeographed handbills. But don't worry — making handbills is *not* expensive. After someone cuts the stencil for mimeographing, several hundred copies can be mimeographed with little effort.

The important part of handbills is distributing them. Students may pass them out at such places as the school entrance, the lunch room door, or street corners.

Facts Come First

Before you publicize the Spring Carnival, you must find out what it's all about yourself. The idea of asking questions of people you don't know may seem startling, but it's part of the job. Find out everything you can about the entertainment, the cast, music, scenery, etc.

Guessing at information is a quick way to get into hot water. Every detail on a poster or in a newspaper story must be absolutely accurate — time, place, names, events. One of your classmates may have an unusual way of spelling his name. If you don't spell it correctly, then you aren't a good publicity agent. For information, even of the most trivial kind, consult someone who really knows.

Don't let yourself "go overboard" about taking responsibility. Before you start making posters or handbills on a large scale, get the advice of a faculty member. For information about a special event, see the student and the faculty member in charge.

Some of the most important publicity you can get is through your school and local newspapers. If you are head of publicity for an important school event, your high school editor may send a re-

porter to you. But the alert publicity chairman types out the story and sends it to the newspaper himself. His effort assures him that the newspaper will get the accurate facts.

Press Releases

Such a publicity piece for a newspaper is called a *press release*. Releases should be typed, double-spaced. A professional-looking release has a better chance of being published in the local paper than one that looks like the work

writes your article. Your job is to get the facts in print, no matter who does the writing.

In preparing your press release, don't overlook the possibility that the affair may have extra news value because of some remarkable feature. The student who wrote the following release made, the most of a talk with the dramatic coach:

"*Everybody Out*, a comedy drama to be produced by the Senior Class of Farnham High School in the school auditorium on Friday, March 14, is a most unusual production for high school students to undertake," Carl Marble, dramatic coach, said today. "The play had a successful run on Broadway and has been presented by summer theaters and college groups," Mr. Marble added, "but, as far as I know, Farnham High is the first high school to produce it."

Give whatever information you have available, plus the names of those who will take part. And remember that teachers always have first names. Mention "Miss McKay" only after you have given her full name, "Miss Helen McKay."

If an affair is held annually, dig out some facts from other years. When the big baseball game with your school's rival is coming up, remind the public of scores in past years; tell them how many games each team has won and lost this season.

When you send your first release to the editor of the local paper, it's a good idea to send a sales letter with it. He'll be pleasantly surprised. You might do it this way:

April 2, 1947

Mr. Lester Franzen, Editor
The Daily Bugle
Frederickton, Ohio

Dear Mr. Franzen:

Enclosed is a news release on Frederickton High School's annual pageant and parade, to be held late in April. We will give you the exact date as soon as it is decided. We think this material will interest your readers, and we hope you can use it.

Cordially yours,

Bob Warrick, Chairman
Publicity Committee
Frederickton High School

The Home Stretch

The event is over! But your work isn't finished. Your newspaper story is due now — and quick, before it gets stale. If some famous person was in the audience — a former student who has made All-American, or the governor — that news belongs in the story. List the people who took part, too, no matter how humble a part they played. And don't forget who did the publicity. You've earned your glory.



of an amateur. In the upper left corner of the sheet, give this information:

(Subject) East High School Carnival.

(Address) East High School, Porter, Vermont.

(Your identification) Forrest Valley, Publicity Chairman, Home Phone 1345.

(Date on which news may be used)

For immediate release.

If you send out a release several days ahead of time, the date of release should be stated: "For release on or after March 5."

Facts Make News

In a newspaper article you can't proclaim that the affair is going to be wonderful and that everybody should come to it. Stick to facts. If you happen to know how to write a news story, good! But don't be offended if a reporter re-

GIRLS serving doughnuts, men rescuing flood victims—to most of us these people mean the Red Cross! But behind these people are others who plan, publicize, and raise funds for the Red Cross.

Youngest and newest publicity worker for the North Atlantic Office of the American Red Cross is Elizabeth Baker. This attractive brown-eyed girl writes publicity stories about the Red Cross for magazines and newspapers over the country. When we interviewed Betty, she was more eager to talk about the Red Cross than about herself.

"Some people have the idea that the Red Cross is a war-time organization," she said. "But the Red Cross is still working overseas. It helps relief victims and service men. For the relief victims it sets up food, clothing, and supply centers. It helps service men communicate with their families, makes loans for emergency leaves, etc.; operates clubs, and helps in hospitals.

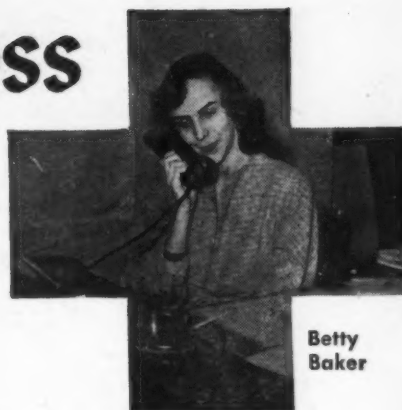
"You've probably heard of Red Cross work in floods or hurricanes," Betty went on. "We call this disaster service. The Red Cross helps victims escape the flood; it cares for them during the flood; afterwards, it rebuilds homes with the same furniture and equipment as before—all without charge."

From Veterans to Vegetables

"Nowadays the Red Cross is doing a big job helping veterans," Betty told us. "And it educates people about health and safety. Every life guard you see wears the Red Cross badge. This indicates that he has passed the Red Cross life-saving test. Then there are the trained nurses who teach mothers

Red Cross

Publicity Writers



Betty Baker

how to care for children," she added, "and the food experts who explain to housewives about vitamins and balanced meals.

"And the Junior Red Cross—the division of the Red Cross to which students belong—is the largest youth organization in the world," Betty continued. "It sends supplies, books, and gift boxes to veterans overseas and to youths in foreign lands."

Where does Betty's job fit into the scheme of things? It's like this, she explained:

"To build houses for disaster victims, to feed the hungry, etc., the Red Cross needs money. All of its funds are donated by the public. So the job of letting the public know what the Red Cross does with its money is very important. I'm one of the people who have this job."

There are four main ways to inform people, Betty told us. These four ways

are represented by the division of the Red Cross publicity office into newspaper, radio, speaker, and display publicity. Betty works with newspaper and magazine publicity.

"I write up interesting work of the Red Cross in this area," she said. "I send the story to the local chapters in the area. The locals take the story to their city or town newspapers. If the story might interest the whole country, I send it to the national headquarters in Washington, D. C."

Before joining the Red Cross publicity staff, Betty worked a year first for the *United Press* and later for *Madoiselle Magazine*.

We wondered how Betty happened to apply for a job with the Red Cross. "I wanted a job where I could feel that I was contributing to society," she smiled. "It's inspiring to be with an organization whose purpose is to help others."—MAC CULLEN.



THE correct use of quotation marks (" ") is one of the simplest of all punctuation problems. (We'll call them *quotes*, for short, hereafter.) And yet most of us keep putting them everywhere except where they belong.

Here are a few simple rules that ought to keep you straight.

1. Use quotes when you want to tell your reader *exactly* what someone has said. Remember now, *exactly*—the *very words he used*.

For example:

He said, "I'll take two." Those are his own words: "I'll take two." So we put quotes around them.

He said *that he would take two*. Notice that we do not put quotes around *that he would take two* because these are *not* his exact words.

2. A comma is used to separate what you are quoting (the quotation) from *he said*:

He said, "I'll take two."

3. The comma and the period come *before* the quotes. This is easy to remember. Just say, "Comma-quotes, period-quotes."

He said, "I'll take two." (It's simple.)

4. Where a quotation ends with a ? or a !, no comma is used. "Shut up!" he shouted.

"Do you really mean it?" he asked.

5. One set of quotes will do for a number of sentences provided they are not broken up or interrupted.

He said, "I'll do my homework. I'll

behave myself. I'll come to class on time. Please don't tell my father."

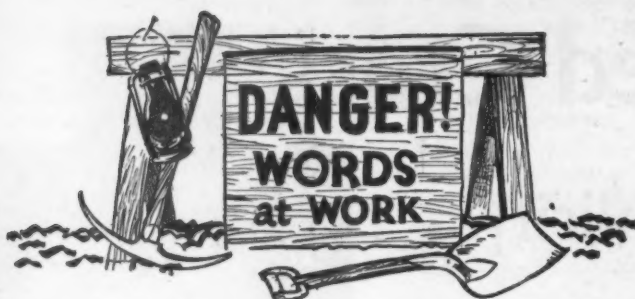
6. The first word of a quotation must begin with a capital letter because it's really the beginning of a sentence.

He said, "Now it's your turn."

A Little Practice

Now that you have these rules firmly in mind, try your hand at the following sentences. Punctuate them properly—or, if they are correct, leave them alone.

1. Won't you come he inquired.
2. He said it really doesn't matter.
3. There's no one here the girl said.
4. Sit wherever you wish the clerk said.
5. Father said all you get is fifteen cents.
6. He said that it really didn't matter.
7. Sister asked why we were leaving so early.
8. The motorman yelled no smoking.



By Carol Hovious

AS LONG as you keep words safely tucked away in a dictionary, they're perfectly harmless — and useless. But the minute you take them out and put them to work for you, they're as slippery as eels and as dangerous as dynamite. The tricky ways words have caused a great deal of trouble and confusion in this world. For one thing, words often have several different meanings.

Once a college professor was sleepily reading a set of examination papers. Suddenly he sat upright, blinked, and reread a sentence on one of the papers. The sentence just didn't make sense, and yet there it was: "The American and French revolutions wrote rude letters to each other."

So puzzled was the professor that next day he sent for the girl who had written the paper. "That's just what you said in lecture the other day," she defended herself hotly. "I'll show you." And she flipped open her notebook to the place where she had written: "The American and French revolutions corresponded roughly."

Of course, a tricky word was the trouble-maker. *Correspond* can mean two things: *to write a letter or to be alike*. The girl, not knowing she had a slippery word, had misinterpreted the professor's meaning.

Peculiar is another of those words with more than one meaning, and it turned out to be Willie's undoing. Said the teacher, "Willie, can you name an animal peculiar to the North Pole?" Privately, Willie thought the question a little silly, but he was willing to try an answer. "Well," he said doubtfully, "you'd expect to find a polar bear at the North Pole, but an elephant would be *peculiar* there." The teacher and Willie were both right. An elephant would be *peculiar* — that is, strange or unusual — at the North Pole. But a polar bear would be *peculiar* to the North Pole, too, because *peculiar* also means "found only at."

When you meet a familiar word with an unfamiliar meaning, you can sometimes figure out what the word must

mean just from the way it is used in the sentence. But be careful! Guessing is always dangerous. Suppose you met the line, "And doth not Brutus bootless kneel." You might imagine Brutus kneeling without his boots on. But fancy a barefoot Brutus! As it happens, the word *bootless* means "useless," and the sentence says that it did Brutus no good to kneel.

Sometimes looking up a word in the dictionary is almost as dangerous as guessing at its meaning. The first definition you see may not be the one you want. Besides, words have special meanings. For example, if you say something is not your fault, you mean that you are not responsible. But to a geologist a *fault* is a crack in the earth's surface, to the hunter a lost scent, to the tennis player a ball that lands in the wrong place. Luckily, the dictionary usually labels a word so that you know when you come to a special meaning. *Naut.*, for example, stands for "nautical," *Med.* for "medicine," and so on.

So much for words that have several different meanings. But how about different words that have the same, or almost the same, meaning? Ah, there you have tricky words at their most dangerous. A salesgirl asks a customer if

she wants a cheap dress — and out flounces the customer in a rage. Had the girl suggested an "inexpensive" dress, all would have been well. *Cheap* and *inexpensive* both mean the same thing, really, but one word makes enemies and the other friends.

Call a man a *coward* and he's ready to fight; say that he's *cautious*, and he'll agree. Tell him that he's *stingy* and you've made an enemy for life; say that he's *economical* and he'll like it. Call a woman *extravagant* and she'll be furious; say that she's *generous* and she'll think you are a very discerning person.

How well can you manage dangerous words? In the test below you will find the same word used in two different sentences. You will probably know what the word means in the first sentence. But how about the second? If you're not sure, use a dictionary until you find the meaning that is "just right."

1. For years he had held a *clerical* job in a small wholesale house.

The man, thin, gaunt, and disheveled, did not look like a clergyman but he wore a *clerical* collar.

2. The prisoners were treated with *consideration*.

For a *consideration* — a very large consideration I might add — he agreed to fly the plane.

3. Everyone had to write an *essay* on safety.

I'll *essay* to do better, but I can't promise.

4. He was *graduated* from college when he was only fifteen.

The United States has a *graduated* income tax scale.

5. Many South American countries *import* machinery from the United States.

Bessie was stunned as she grasped the real *import* of his words.

6. If you don't find the article, look in the *index* of the book.

Retail sales are one *index* of business conditions.

7. Do you *appreciate* what he has done for you?

Of course, I *appreciate* the difficulties involved.

8. My father has attended the Elks' *conventions* for many years.

John is the sort of boy who will never conform to *conventions*.

9. I've received some data from the National Education *Association*.

Mr. Gibbs and Mr. Botts worked in close *association* for many years.

10. According to the label, this box should *contain* five pounds of sugar.

His statements were so biased that I couldn't *contain* myself.

11. Jane's *countenance* fell when I refused my permission.

However, I couldn't *countenance* her traveling that far by herself.

AND WE QUOTE . . .

Timely quotes from the news of today. Timeless quotes from the books of yesterday. Wise quotes to make you think. Witty quotes to show you how words can work like magic.

At a buck a throw, let it grow.—
Slogan of Purdue University students in protest against \$1 haircuts.

Minds are like parachutes — they only function when open.—*Christian Life and Times*.

Opportunity seldom calls on people who aren't worth a rap and who can't stand a knock.—David T. Armstrong.

By Jean Fairbanks Merrill

Critics for an Afternoon



Photo by Paul Blacker

Student critics have lively discussion of *The Yearling*. From left: Dave Learner, Marie Ambrosio, Bill Neill, Jayne Beach, and Joachim Reis.

High school students make first-rate critics when they put their minds to judging movies. To prove this point, we invited six high school students to accompany us to a preview screening of M-G-M's *The Yearling*. They were: Dave Learner, Stuyvesant H.S., N.Y.C.; Joachim Reis, Dwight School for Boys, N.Y.C.; Bill Neill, Scarsdale (N.Y.) H.S.; Jayne Beach, Beard's School for Girls, Orange, N.J.; Pam McBride, Chapequa (N.Y.) H.S.; and Marie Ambrosio, a "co-op" student at New Utrecht H.S., Bklyn., now working in *Scholastic Magazines'* subscription department.

"WHICH of our film ratings — (✓✓✓)Tops, don't miss; (✓✓)Worthwhile; (✓)So-so) — would you give *The Yearling*?"

That is the only question we asked our student critics during an hour's discussion following the preview. From that point on, they "carried the ball."

Here are their ratings: Dave — ✓✓✓; Bill — ✓✓; Marie — ✓✓✓; Jayne — ✓✓✓; Pam — ✓✓✓; Joachim — ✓✓✓. Joachim added, "— ✓✓ for a school-age audience, but not for adults."

Joachim had hardly made that comment before Jayne took him up on it. "I don't agree, Joachim, that adults wouldn't like *The Yearling* as much as young people. It's more than a story of a boy's love for a deer. The theme — a family's struggle for existence — is of interest to all ages."

"I agree with Jayne," Marie said. "The film had the most important characteristic of a good movie — a theme with universality."

"Even if audiences have not had the actual experience of living in a Florida wilderness, they have known something similar," Jayne went on. "The strong ties within a family, the lessons a boy must learn in growing up — these are experiences familiar to all of us. Because the film touches on such important experiences, the plot has a timeless quality. I've seen so many mediocre films lately — I really appreciate a movie that deals with genuine human feelings."

"Those were the qualities the book had," Bill Neill put in. "And while I felt the film was good, but not exceptional, I will say that the adaptation of Marjorie Kinnan Rawlings' story was excellent. It followed the story very closely. Too many movies take liberties in adapting a good book, and the changes frequently make the story weaker."

"Well, I missed the final bear hunt that was described in the novel," Joachim said. "After that terrific bear fight in the first part of the film, I was just waiting to see 'Old Slewfoot' slain."

"But," Jayne objected, "the object of the bear incident was not to show whether or how the bear was killed. Its real importance was to show the effect of the bear hunt on young Jody."

"You wouldn't have wanted the plot to center on the bear, would you?" Bill asked Joachim. "The climax was and should have been Jody's growing up."

"That's right," Dave chimed in. "Another bear hunt at the end would have been an anti-climax on the screen. The first one — which I thought was beau-

tifully photographed — gave a dramatic note to the beginning of the picture. But another fight could only have been repetitious. I thought the picture was too long, as it was."

Everyone agreed with Dave on this point.

"It wasn't the story that was too long," Dave pointed out. "For my money, Jody was the best part of the picture, and I'd go to see him again. But there was just too much scenery. A minute ago Bill said that he felt the film was good, but not exceptional. He didn't say why, but I think I know. We're all familiar with the Hollywood version of a musical comedy. Hollywood goes overboard for hundreds of beautiful girls, gorgeous costumes, and lush sets. Such extravagance makes all Hollywood musicals seem exactly alike, even though the Broadway version may have had originality."

"What Hollywood has done with *The Yearling*," Dave went on, "is comparable to what it does with musicals. *The Yearling*, although it has a fine story, is pretty much like every other outdoor film. Hollywood gets so carried away with its ability to photograph breath-taking outdoor scenes that the camera lingers on nature shots too long. Consequently, there are too many feet of film showing Jody running through the forest after his yearling deer and of the wild deer running through the woods. We didn't need so many forest scenes to show that the beauties of nature played a strong part in shaping Jody's character. If the film had been cut, I would have given it a ✓✓✓ rating. In its present form, it lags."

"I agree that the film was too long," Joachim said. "But some of the nature sequences were justified for their beauty

alone. I'm thinking particularly of the scene you just mentioned where we saw the wild deer running through the woods. That was beautiful in the same way that a ballet is beautiful. The perfect grace of those deer leaping through the brush gave me a sensation of freedom — of no longer being a lowly man. And let's give the director credit for *not* showing the forest teeming with wild life. You know, a bunny in every bush — a bird on every branch."

"There were a lot of interesting photographic effects," Dave observed. "Did you notice the device used when the dogs were chasing the bear across the swamp? Ordinarily, the camera would have photographed the action on one side of the pond, and then cut away completely for a new shot of the other side. But here the camera cut from one side to the other in one sweep. You saw the reeds blur."

"While we're on photography, I'd like to say something about the technicolor," Pam said. "I've no doubt that all the forest scenes were authentic, but in several shots, the technicolor was so 'technicolored' that the scenes seemed almost unreal."

"What did you think of the acting?" Joachim asked the group. "I felt Claude Jarman's portrayal of Jody was overdone. He's just another Maggie O'Brien."

"I felt somewhat that way," Marie said. "I've never known a boy like Jody. My 12-year-old brother certainly isn't like him. But, of course, we live in the city."

"I don't think environment has anything to do with evaluating whether Jody seemed like a real boy," Joachim

said. "I went to buy some turtle seed in a pet store over on Euclid Avenue the other day. While I was there, a shoe-shine boy came in to buy a puppy. He'd been saving his money for weeks. It was a great moment in his life. His feeling for the puppy was the same as Jody's love for his yearling."

"I don't think Claude Jarman's acting was overdone," Dave said. "I think he just has an unusually sensitive face."

"I think Jane Wyman, as Jody's mother, was by far the best," Joachim said. "When you think of her past glamour roles, you realize that she was really acting."

"I thought her crossness was exaggerated," Pam said. "The film was supposed to show the strong love within a pioneer family. But the mother's bitterness made it hard to believe in the closeness of the family. An emphasis on romance between the mother and father would have ruined the story, but I didn't think the mother needed to be quite so unsociable."

"Life made her that way," Joachim insisted.

"Yes," Jayne agreed. "She had lost faith in life. It took almost losing Jody to give her back her will to live."

At this moment a friendly editor appeared with a quantity of hamburgers. Our critics for the afternoon quickly turned their critical attention to food — which proves that critics are human, after all.

(This is one of a series of articles on "How to Judge Motion Pictures." Next week: "What's the Score?" (a scoreboard for judging movies).)

Student Quiz-Maker

We have a quiz-maker among our readers. She is Shirley Ann Myers of Annapolis, Md. After reading one of our word quizzes, entitled "Siamese Twins," in our January 20 issue, Shirley made up one of her own. See if you can work Shirley's quiz.

The only connection between the words in these columns is that each pair shares the same three missing letters. The three letters to be filled in at the end of the word in Column 1 are the same letters that should be placed at the beginning of the word in Column 2.

Column 1

1. win_____
2. sum_____
3. mois_____
4. ba_____
5. be_____
6. ne_____
7. as_____

Column 2

- _____ror
- _____it
- _____der
- _____ward
- _____er
- _____y
- _____itate

Answers

1-ter, 2-mer, 3-ten, 4-ste, 5-low, 6-ver, 7-hes.

Department of Correction

In our January 13 issue Slim Syntax made a typing error — poor Slim! His example of our preference for underlining book titles was: Canyon Passage. As Mr. Spencer Ames, typing instructor at Alexander Hamilton Jr. H.S. in Elizabeth, N. J. wrote us, the space between the words should *not* have been underscored. Correct example: Canyon Passage. Our thanks to Mr. Ames — our apologies to all typing instructors and students.

Straighten out Your . . . Homonyms

THERE WAS A WORM IN THE CORPS OF THE APPLE

A worm stands no chance
'Gainst an apple that's armed.
But when he lives in its core,
He leads a life that is charmed.



I HATE TALKING TO ALBERT — HE'S SUCH A BOAR

Come now, poor Albert's
A shy lad, and mild —
A bore to be sure —
But most bears are wild!



WHEN MY HANDS ARE ROUGH, I PUT BOMB ON THEM

That bomb will just blast
The skin off your hand.
Try balm instead —
It's soothing and bland.



HOW'S THAT AGAIN?

By SLIM SYNTAX

I HAD an argument with my teacher the other day over this sentence: Don't aggravate me.

I said it was correct. My teacher said it wasn't. Who is right?

Beulah R., Dayton, Ohio.

We're on your teacher's side this time. (No, teachers aren't *always* right.)

Aggravate means to make something worse. If you have a cold, you'll probably *aggravate* your condition (make it worse) if you go outdoors before you are completely recovered.

Aggravate is generally *misused* when you are talking about people. Avoid such expressions as:

Isn't he aggravating? (Say *annoying*, irritating.)

He aggravates himself. (Only if he's eating his own heart out!)

The sentence that you and your teacher tangled over probably was meant to read:

Don't *annoy* me. (Scram! You're very irritating!)

That's a horse of a different color.

Many (too many) persons confuse these two words — *aggravate* and *annoy*. Don't join the Aggravators Club — or, as that famous character from one of Dickens' works (which one?) called it — “aggerawator.”

• • •

What's the matter with the sentence: I ran around two blocks.

Dean W., El Paso, Texas.

Nothing — except that I'm not at all sure that I know what you mean.

If you mean that you ran *approximately* two blocks, then the sentence is incorrect. *Around* means that you covered the circumference. (You start here and run *around* the blocks until you come back to where you started.) You didn't run the *length* of the two blocks. You ran *around* the two blocks. That's a much greater distance. See?

I imagine you wanted to say that you ran *approximately* two blocks. And this is probably what happened:

1. You couldn't think of *approximately* or you didn't know it existed — or you didn't know that it means *almost*. Now you know!

2. You thought that *around* means the same as *about*. But now you know that *about* means *almost*. So you will say:

I ran about two blocks (when you mean *almost*).



LAST week in this column we talked about salutations to be used in various situations. Now, let's follow through by signing off correctly.

The complimentary close should match both the salutation and the tone of the letter.

Respectfully yours, (a comma is the punctuation mark which follows the complimentary close) is the most formal close, and would be used in letters beginning *Sir*. Also, it could be used to show respect for the person you're addressing. A letter of application — even though addressed to *Dear Mr. Man-grove* — could be signed *Respectfully yours*. *Respectfully submitted*, is a variation you would use if you were sending a report to a business superior.

Very truly yours, and *Yours very truly*, are the most common forms of complimentary close. Strictly speaking,

they fit the *Dear Sir*: approach. *Yours truly*, is no longer considered good usage; it's too abrupt, authorities say.

Very sincerely yours, *Yours very sincerely*, and *Sincerely yours*, are informal and fairly personal. Your *Dear Mr. Smith*: letter might be signed this way; so could most of your social letters. However, if you're in doubt — if you think that *Sincerely yours*, sounds too familiar for the letter you're writing — play safe with *Yours very truly*.

Cordially yours, is used in business only if you're a personal friend of the person to whom you're writing.

Note that only the first word of the complimentary close is capitalized. Note, also, that every word is written out. Abbreviations, such as *Sincerely yrs.*, are in poor taste.

Remember that the complimentary close is a separate part of the letter. Don't try to make it a part of the last sentence. In the past letters concluded with a fine flourish, such as:

Thanking you for your attention, I remain,

Yours very sincerely,

But old-fashioned closes are out of place in the straightforward, modern business letter.

LEARN

To Think Straight

THE word “propaganda” is tossed around like a hot potato. Let's find out when and why it becomes “hot.”

Propaganda is a deliberate effort to influence someone's opinions or actions. Some propaganda has a purpose which few, besides the propagandist, would favor. Other propaganda has a purpose that is generally considered good.

About the time of Franklin D. Roosevelt's birthday, January 30, you probably saw on store counters the picture of a little girl who is an infantile paralysis victim. She can stand only when supported by crutches. Below the picture was a coin box for donations to the March of Dimes.

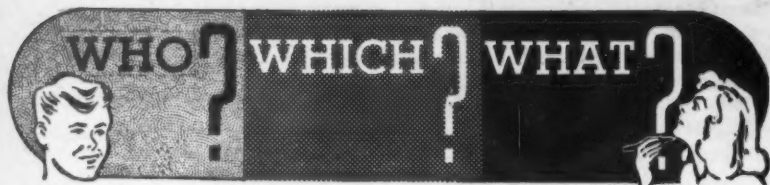
Most people feel that curing and caring for children lamed by infantile paralysis is a worthy act. They would call this poster *propaganda for a good cause*. It is, nevertheless, propaganda. Why? Because the poster of the girl is used with a definite purpose. The purpose is to remind you of those who need care and to influence you to drop a dime into the box.

In Red Cross posters, highway safety campaigns, clean-up-the-city drives, etc., you'll find propaganda which, most people agree, is for a good purpose.

Propaganda has a bad reputation because it is often used to fool people. Suppose that in an election campaign Mr. Smith's opponent publishes this statement: “Mr. Smith voted against the Conner bill to increase teachers' pay.” This statement might keep a number of persons from voting for Mr. Smith. But let's suppose further that the statement is only a half-truth. Suppose this is the complete story: Mr. Smith voted *against* the Conner bill because it provided for only small increases; Mr. Smith voted *for* a second bill that gave larger pay increases to teachers. Mr. Smith's opponent didn't tell the complete story.

The propagandist knows that we don't always take the trouble to get the true and complete facts and that we don't always think clearly. Emotions — vanity, desire for the best, love of a bargain, etc., influence a great many of our decisions. Some propagandists take advantage of this to *trick* us into disliking Bob, or not voting for Mr. Smith. If we knew the complete and true facts, we would like Bob and vote for Mr. Smith. Such propagandists are dangerous.

In order to understand propaganda, in order to avoid swallowing unfair propaganda — insist on thinking for yourself.



QUESTIONS AND QUIZZES TO SEE IF YOU'RE "WHIZZES!"

YOU'RE TELLING THE WORLD

Are you publicity-wise? The only real test would be to conduct a publicity campaign. But the chances are that you'd make out okay on that test if you can choose the correct answers for this one:

1. Which of the following is the best wording for posters to attract people to a school play?

(a) Do you know "WHAT EVERY WOMAN KNOWS?"

(b) Find out — "WHAT EVERY WOMAN KNOWS" — A Dramatic Club Production — Fielding Auditorium, Friday, February 24 — 8 p.m.

(c) On Friday, February 24, at 8 p.m., the Dramatic Club will present "WHAT EVERY WOMAN KNOWS."

2. "Throw-outs" advertising a school pep rally would be most effective if they were:

(a) tacked on bulletin boards.

(b) handed out at bus stops during the evening "rush hour."

(c) handed out at school exits at the end of the school day.

3. A reporter from the school paper calls you — just before deadline time — for some information about which you aren't certain. You:

(a) give him the date which you think is correct.

(b) offer to check with someone who knows and call him back immediately.

(c) give him the name of someone who can tell him the exact facts.

4. Your responsibility as publicity chairman ends after you've:

(a) sent out an up-to-date publicity release the day before the big event.

(b) delegated people to be responsible for all the publicity jobs.

(c) sent out a press release following the big event.

DANGER! WORDS AT WORK

Here are three quizzes to test your "grip" on slippery words. If you aren't

on the lookout, you may find that you're losing your grip!

A. These words mean different things to people in various fields. Can you think of at least three sports in which No. 1 would be used? Three fields of occupation in which Nos. 2 and 3 would be used?

1. strike
2. plane
3. line

B. If you applied the adjectives in column 1 to a friend, he might well be insulted. In Column 2, you'll find words which are *almost* synonyms for the first list but which your friend would consider complimentary. Can you match them correctly?

Column 1

1. queer
2. tactless
3. stubborn
4. domineering
5. conceited

Column 2

- a. masterful
- b. unique
- c. self-confident
- d. determined
- e. frank

C. Only one of the words in parentheses will make sense in each sentence. Do you know which are right?

1. Our job is to (adopt, adapt) the play for class performance.

2. His (disease, decease) was not serious, and he soon recovered.

3. How can you discipline a lazy worker? That's a (personnel, personal) problem.

4. Jean and Paul live in Chicago and Detroit (respectively, respectively).



TUBBY STEVENS' job as publicity chairman for the Junior Revue caused him to interview the dramatic coach. Fortunately, Tubby had boned up on theatrical terms beforehand. He was able to understand the "backstage" talk he overheard, and he picked up plenty of "local color" for his press releases. Would you follow all this theatrical chatter if you were in Tubby's place?

MR. KAMEN: You'll have to practice *striking* that third scene, and *setting the stage* for scene four, Ralph. Your crew and the boys handling the *props* took too long yesterday. (He sees Tubby) Hello.

TUBBY: Hello, Mr. Kamen. I'm Tubby Stevens — in charge of publicity for the revue. I dropped in to get some material for my press releases. Hope you don't mind if I eavesdrop.

MR. K: Perfectly o.k. Now, Ralph,

it's important to keep people out of the *wings* so they don't get in my way while you're shifting scenes.

RALPH: Well, Mr. Kamen, even when we smooth out our routine, I doubt that we'll cut the time much. It's the number of *flats* and *drops* — and that *platform* for *upstage left* takes time. But Phil may have a solution. He suggested working up another chorus number and running it between scenes.

MR. K: Good idea. I had thought of trying to *fly the flats*, but that means using a lot of the *rigging*. By the way, Tubby, there's a good news point for you — we have an all-male chorus.

TUBBY: Oh, boy! That'll make a swell story.

strike — to remove a *set* (short for *setting*) from the stage. The *set* consists of all pieces of scenery, such as *flats*, *drops*, and *platforms*. (See below.)

setting the stage — placing scenery in position for a particular scene.

props (properties) — all objects used on stage that aren't part of the scenery — i.e., furniture, pictures, rugs, dishes, books, etc.

wings — the passageways on either side of the stage not visible to the audience, that lead from the stage to the

back of the theatre. Actors make exits and entrances via the *wings*.

flat — the basic unit from which most stage scenery is made. It consists of a framework of wood, covered with canvas or burlap for walls, doors, etc.

drop — any piece of large, unframed, hanging scenery of canvas or sheeting, painted to represent trees, sky, etc.

platform — a portable construction which can be placed anywhere onstage where a higher level is needed; i.e., for stair landings, cliffs, etc.

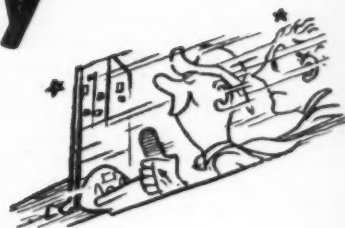
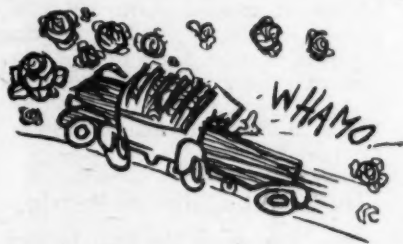
upstage left — one of the *stage locations*. For the purpose of placing furniture and of actors' positions the stage is supposedly divided into nine locations; upstage left, up center, and upstage right are at the back of the stage. At the front are: downstage left, downcenter, and downstage right. The center locations are: left center, stage center, and right center.

fly a flat — to lower a flat, by means of pulleys, from *lines* (ropes) attached to the *gridiron*. The *gridiron* is a construction of steel beams running across the top of the stage, just below the ceiling, and invisible to the audience.

rigging — all the *lines* and other devices used for raising, fastening, and lowering scenery.



DILBERT DRIVES BY NIGHT



By R. Osborn and G. Foster

● During the war our friend Dilbert was the "Sad Sack of the Navy." As the wrong-way hero of a series of "sense" books used in the Naval Aviation Training program, he taught the boys the right way to fly.

Being in civilian clothes hasn't changed Dilbert a bit. He's gotten a job, bought a car, and is trying

to "go steady" with his girl friend, Ruthie. But he's still the same bungling Dilbert — doing everything from driving a car to writing a letter the wrong way.

Dilbert's creators are both ex-Navy men: Bob Osborn, artist, former teacher, football coach; George Foster, teacher and newspaperman.

ease as I handle a car at nite even better than daytime."

"Three hundred miles," said Mr. James. "Well, Dilbert I hope you make it."

"That is wonderful Dilbert," said Ruthie, "and please excuse me while I call Larry Platt as he is going to Amesville also and perhaps will consent to ride with you."

It is very sweet of Ruthie to consider others but I wish she would not allways consider Larry Platt especially as we are practicy engaged altho Ruthie does not let on this is so. She says she is too young to be serious about one man but she does not knock herself out laughing at this Larry Platt I notice. This is the way women are, Clovis, and if there is not some mystery maybe Ruthie would not appeal to me or I to her as I do not lay all my cards on the table except where Ruthie is concern.

Well, pal, the call comes thru and so does Platt and we are ready to take off in the special only this Platt a state trooper when working says would I mind if he cleans off my windshield as how do I expect to see at nite with all the dirt and stickers but I say O. K. tho it is none of his business. This is only the start as before Platt is thru he makes me so nervous I all most do not make it to Amesville.

"Goodby Larry old kid," said Mr. James, "and you too Dilbert." He shows me he is crossing his fingers so I will land the job and I think maybe Mr. James begins to consider the feelings of Ruthie. Of course Ruthie is starry looking because of me altho she can not keep her eyes off of Platt but the gals still go for the uniform as I notice dur-

(Continued on page '16)

Freind Clovis:

Well, pal, yrs truly is on the pay roll now and-altho the job is not the executive type I know I have to start somewhere even if it is the bottom. Old Dil is using the dogs going to and fro instead of the California special but this is good for the waste line as I am putting on the beef coopt up in the office now that I am working. Do not be surprise that I have a job as a man has to have the moola to take care of the woman of his choise which in my case is Ruthie James as you can guess.

But I all most do not get the position on account of tough luck with the old special which could be a bad break for my present boss Mr. Sump as he is the first to admit. Each time I call some item to his attention he says Dilbert how did we ever get along without you and shakes his head and I guess I know where I stand.

Only I do not see why he has to be so tight with the dough as twenty bucks per week is not exactly flight pay but I am keeping my mouth shut until I learn the business which will not take long.

I was telling you how I all-most mist the job so here goes.

I am out at Ruthies house one nite trying to keep my temper as Ruthie wants to be alone with me but her pa

Mr. James does not take the hint and reads the newspaper in the living room making smart cracks.

"Dilbert," he said, "how did you get out here again."

"In the old California special," I said, "and did not waste any time yether."

"Tsk, tsk," said Mr. James, "I see here that two thirds of the people that are fatally killed in automobile accident get theirs between sunset and sunrise and altho I do not have much against you except that I do not wish you to see my daughter I do not like to think about you driving all the way home in that jalopy of yours after dark."

Well, Clovis, this is the type talk he hands out all the time but I pass it off with a grin even tho it is hard to see how this man can be the pa of a girl like Ruthie but that is life for you and maybe there is a mixup at the hospital.

"Mr. James," I said, "it might interest you to know that I am at this very minute waiting for a long distant call which they will put on your phone but not collect about a business proposition in Amesville and if it goes thru I will make a three hundred mile trip tonite in my special California job and be at work at 0800 a.m. in the morning. What is more I will make it with

THE MARCH OF

THE SUN NEVER SETS ON TROUBLE FOR BRITAIN

TEN DOWNING STREET, London, the official residence of British Prime Minister Clement Attlee, is a busy place these days. No one has heard the Prime Minister singing, "Nobody knows the trouble I've seen"—but he might as well be doing it. For his troubles have been piling up at great speed and from all directions. Here are some of his current headaches:

Relations With Russia. The British have a 20-year treaty of mutual aid with Russia which was signed in 1942. This treaty has lately become the subject of a bitter discussion between the two countries. Last December 22, Foreign Minister Ernest Bevin made a radio speech in which, among other things, he said that Britain "does not tie herself to anybody except in regard to her obligations under the [United Nations] Charter." This phrase was interpreted, last month, by the Moscow newspaper *Pravda* as a "renunciation" (disavowal) of the treaty.

Mystified by the *Pravda* article, the British Foreign Office protested to Premier Stalin. Within a few days came this reply: "It is now clear that you and I share the same viewpoint with regard to the Anglo-Soviet treaty." He suggested that, with certain revisions, the treaty could be extended.

Burma. The talks between the British government and six Burmese leaders ended in a settlement. Britain granted Burma the right to hold elections for a constituent assembly, as the Burmese demanded. The constituent assembly will have the power to decide whether Burma is to remain within the British Commonwealth or become an independent republic. This settlement was denounced by former Prime Minister Winston Churchill, who does not favor such swift action toward Burmese independence.

Palestine. Separate conferences were being held in London with Arab and Jewish leaders about the future of the Holy Land. It's the same old difficulty: the Arabs insist on a completely Arab state in Palestine, while the Jews demand that Britain fulfill her pledge of a Jewish homeland there. The British Cabinet, according to reliable reports, is now favoring the division of Palestine into separate Jewish and Arab states. The problem is to get the two sides to agree.

Egypt. The negotiations for a new treaty between Britain and Egypt have broken down. The stumbling block is Sudan. The Egyptians want to keep this region, larger than Egypt itself. The British maintain that Sudan must

have the right to choose for itself whether it will be independent or a part of Egypt.

Peace Conference. At Lancaster House, not far from Downing Street, Britain is taking part in another important international conference. This is the meeting of the Big Four Foreign Ministers' deputies. Their work on German and Austrian treaties, proceeding at snail's pace, must be finished by March 10 for the Big Four conference in Moscow.

Unsolved Chinese Puzzle

What Happened: The United States has written off as a bad job its efforts to end the civil war in China. The State Department announced, with President Truman's approval, that our country will end her connection with the so-called Committee of Three.

This Committee (consisting of representatives from the United States, the Chinese government and the Chinese Communists) was created a year ago. It was suggested by Secretary of State George C. Marshall, who was at the time President Truman's special envoy to China. The purpose of the Committee was to work out the differences between the Kuomintang (Nationalist) government and the Communists. Marshall hoped to aid China's search for domestic peace and unity.

As a result of this decision, it is expected that the United States will soon withdraw all her armed forces from China. This includes about 12,000 American Army, Navy, and Marine Corps personnel.

What's Behind It: Shortly before his appointment as Secretary of State, General Marshall returned from China. He issued a report in which he placed the blame for the failure of his mission on the extremists in both camps—the Kuomintang reactionaries and the Communist radicals.

Most observers believe that the State Department announcement does not mean that we are washing our hands of China. Our ambassador, Dr. J. Leighton Stuart, will remain at his post in China. The United States has a definite responsibility to defend China's territories and independence. It is known as the Open Door policy. And we have followed this policy for more than 40 years.



Harris & Ewing

SUPREME COURT'S first "family picture" since the appointment of Chief Justice Fred Vinson, center. Left to right, rear, Associate Justices Rutledge, Murphy, Jackson, Burton; front, Frankfurter, Black, Reed and Douglas.

EVENTS



International News Photo

On U. S. tour, Prince Amir Saud (wearing glasses) inspected Arizona date grove, hoping to bring modern agricultural ideas back to Saudi Arabia.

Island for Sale?

What Happened: There was a rumor that Uncle Sam is interested in a sizable piece of real estate.

The property is the island of Greenland, nearly the size of the United States east of the Mississippi. Greenland, tiny Denmark's only colonial possession, consists mostly of icy wastes and unexplored mountains. Only 20,000 Eskimos and 500 Danes live there.

Greenland has no "For Sale" sign tacked up in its capital city of Godthaab. But the rumor said that "interested Danish and American parties" were discussing the transfer of the island to the United States for a cool one billion dollars. The U. S. State Department denied that any official negotiations were in progress. Danish Foreign Minister Gustav Rasmussen said the whole idea was absurd.

What's Behind It: Greenland occupies a strategic spot in the North Polar regions which have become increasingly important in today's air age. American Army forces were stationed in Greenland during the war. There are still 500 GIs there at American-built airfields and weather stations. The United States signed an agreement with Denmark in 1941 which gave American forces the right to construct landing fields, seaplane bases,

and weather stations. These installations, vital during the war, are still valuable to commercial airplane routes.

While the purchase of Greenland will be "on ice" for some time, immediate attention will be given to the future of our bases there. Russia has already asked Norway for the right to join the Norwegians in building defenses on the Arctic's Spitsbergen islands.

United Nations News

NEEDED, immediately and urgently, \$450,000,000. It is needed by the U.N. International Children's Emergency Fund to feed 20,000,000 youngsters this year in war-devastated areas. This estimate was made by Maurice Pate, executive director of the welfare organization, before the U.N. Social Commission. The funds will be used, first, to supply milk and necessary food for the young war victims; and, second, to provide warm clothing, shoes, and medical needs. Appeals have gone out to each of the 55 member-nations asking financial assistance.

And while we are on financial subjects, UNESCO (the United Nations Educational, Scientific and Cultural Organization) is also appealing for funds. It has launched a campaign for

Clear Track for Production

What Happened: Two giants of the labor-management world made a discovery which cheered everyone, and surprised pessimists for labor peace. The discovery was that collective bargaining really works.

The "giants," the United States Steel Corporation and the 853,000-member United Steel Workers (CIO) successfully ended two years of disagreement on the issue of job classifications. Under the new classifications, or titles, workers will get \$32,000,000 in back pay. It will also put an additional \$17,000,000 in pay envelopes for the next year. The agreement ends what the union considered inequalities in pay given to workers for various types of work.

At the same time, U. S. Steel and the United Steel Workers agreed to extend their present contract until April 30. Their annual contract normally runs out on February 15. The two bargaining groups could not reach final agreement on all matters by that date.

What's Behind It: Big Steel contracts are usually an indication of a general labor-management pattern. Last winter, after a strike which temporarily crippled production across the nation, an 18½-cent-an-hour wage increase was granted to steel workers. This set a pattern for many other settlements.

Other good news in 1947 collective bargaining came from the rubber industry where the first nationwide employer-employee contract was signed. It affected 16 factories of the U. S. Rubber Company and 30,000 members of the United Rubber Workers (CIO).

\$100,000,000 in goods and money to rebuild schools, libraries, laboratories and museums destroyed by war. In European schools alone 70,000,000 notebooks, 150,000,000 pencils, 10,000,000 pens and 40,000,000 sheets of paper are urgently needed.

The Security Council at Lake Success, New York, has been playing to half-filled houses of late. According to admissions officers, there had been as many as 250 vacant public seats each day last month. Tip for visitors to New York: here is your chance to see history in its making.

Because many commercial enterprises — a taxi-cab company, a laundry, a parcel delivery firm, a gift shop, and even a shipping company — are adopting the name of the United Nations, officials of the world organization have appealed to the U. S. government for protective legislation.



Dilbert Drives by Night

(Continued)

ing the war tho in this case it is only a state trooper and he does not have his uniform on—but is in civilian clothing.

I can not say I enjoy the ride to Amesville, pal, as this Platt forgets he is riding on the house and starts handing out the advise right off the bat.

"How fast are you going Dilbert," he said and I think he is not very bright as all he has to do is take a gander at the speedometer to see we are only doing fifty but I tell him.

"Fifty," I said.

"How far ahead can you see Dilbert," he said and I know he is playing games with me but I say a hundred feet or so as my head lights need a little attention.

"That is what I thought," said Platt, "and altho I am grateful for the ride as my own car is getting a new ring job I do not care to risk my life eyether." He tells me that if my brakes are O. K. which he does not think they are and my reflexes are O. K. also, that I can stop the old special in maybe 170 feet which is about 20 feet less than I can see.

"So what?" I said.

"So," said Platt, "if there is an obstruction in the road or a cabbage truck puts in an appearance you will not stop your car in time and end up 2 feet inside it. See."

Clovis, I see the poor guy is nervous and I slow down to forty per altho how I am going to make it to Amesville in time I do not see and maybe this makes me nervous. But I figure maybe Ruthie has put up Platt to slowing me down as she does not want me to land the job and be so far away.

Platt says he witnesses too many accidents at nite because people do not know how far ahead they can see and how long it will take to stop their car at certain speeds and it is a very gloomy conversation all around. I personally do not like to hear about people getting all cut up but Platt says there is more cutting upon the hiways than eyer and a lot of it because people do not realize that driving a car at nite when they can not see the way they can in daytime means they must go slower.

"Like for instants this car that is coming towards us like greased lightning," said Platt and he means one that is a long way off but tearing in our direction because of the way the lights bounce up and down and the glare is something terrific. So when he gets closer I give him the business with the foot button as I flash my lights bright and then dim and then bright. But the joker in that car does not get the idea and must be driving by radar as how he can see beats me as I can not. It is a black top road with no stripe in the middle and I am so mad that maybe I forget to guide the old special by the right hand edge of the road but probably it is invisible anyway.

"The guy is light happy," I said to Platt and I give him the brights smack in the eye to show him how I feel and have to yank the old special hard to keep him from folding me up like an accordion.

Platt puts in his two bits about this too: "You are improving Dilbert," he said, "as there were only three things wrong with the way you handle the situation. In the first place you do not slow down when the lights in that road jockeys car practicly blind you and how do you know there is not a pedestrian up ahead or something that you can not see in time to avoid smacking. In the second place you are so busy showing the guy his lights bother you that you look right at them instead of the right hand edge of the road and getting as far away from him as you can. In the third place you must not give another driver the bright lights just as you bat by each other no matter how indignant you are as he might be blinded too and side swipe you. Also the sudden increase in light effects your own eyes and it is several seconds before they recover in which time you are all piled up like a hay heap against

whatever is in your way that you can not see or off the road entirely."

"This is too much Platt," I said, "as after all it was not my lights that glare but this other guys that will not use his dimmer."

"That is so true," said Platt, "and I know how you feel but you are not a policeman and your job is to conduck your car from one place to the other with safety even tho the other guy makes you sore because he is stupid too."

Clovis, it is not easy to hold my temper at this point but I remember Ruthie suggests that this Platt ride to Amesville with me and it is not decent to give him the heave ho and besides he is a heavy man and not easy to heave ho so I pass it off.

But I am sore which maybe influences my driving as Platt chews his gums all the way to Amesville with do not do this and watch out for that until I am sick of it. Like when I am behind a car crawling along at thirty per and I come up close to his tail and wait for a chance to pass and he starts to wobble all over the road like a drunk duck.

"What is the matter with that joker," I said, "the drivers you meet on the roads these days."

"There is nothing the matter with him only you are blinding him," said Platt and when I ask how come he tells me my lights are on bright and shining in his rear vision mirror so he can not see. Naturally I say why does he not flip up the mirror so there is not any reflection and Platt says it is up to me to depress my lights just the same as when I meet a car coming towards me. I figure that as far as this Platt is concerned I can not do a thing right and tell him so.

"Dilbert," he said, "do not think me a damp blanket as it is my business what people do on the hiways with their cars and what they do is not funny especially at nite. I guess it is that I see all the accidents and not the people that get where they want to go just as nice as you please altho there is a lot of these people that do not because of the jockeys that are bad drivers and knock into them."

Well, pal, I find out it is not only the
(Concluded on page 20)



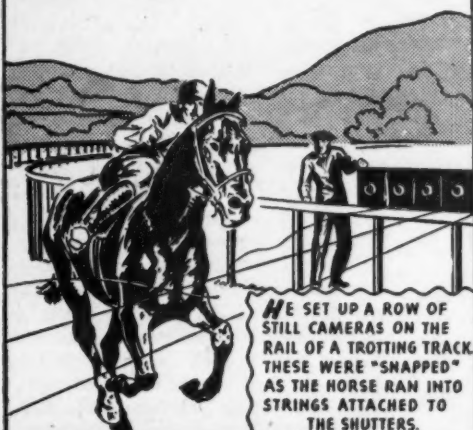


SEEING HISTORY THROUGH AMERICAN ACHIEVEMENTS

MOTION PICTURES

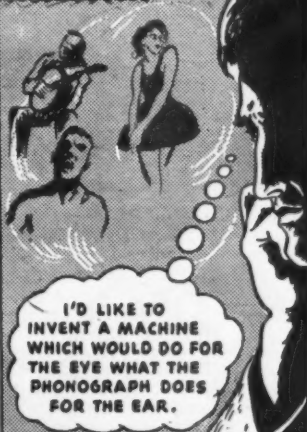
FEBRUARY 11
100th ANNIVERSARY OF
THOMAS EDISON'S
BIRTH

IN 1878 EADWEARD MUYBRIDGE ATTEMPTED TO MAKE A MOTION PICTURE.



HE SET UP A ROW OF STILL CAMERAS ON THE RAIL OF A TROTTER TRACK. THESE WERE "SNAPPED" AS THE HORSE RAN INTO STRINGS ATTACHED TO THE SHUTTERS.

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MOTION PICTURES WERE FIRST SHOWN TO THE PUBLIC APRIL 14, 1894, AT A KINETOSCOPE PARLOR IN NEW YORK CITY.



1896. EDISON PERFECTED AN INVENTION BY THOMAS ARMAT TO PROJECT MOTION PICTURES ON A SCREEN



THESE PICTURES WILL MAKE THE AUDIENCES THINK THEY SAW THE BATTLE.

AS NEWS CAME OF BATTLES IN THE SOUTH AFRICAN BOER WAR, EDISON HIRED ACTORS TO RE-ENACT THE BATTLES. THE "LOCATION" WAS NEAR WEST ORANGE, NEW JERSEY.

FROM THOMAS EDISON'S IDEA TODAY'S GREAT MOTION PICTURE INDUSTRY HAS GROWN. EVERY DAY PEOPLE ALL OVER THE WORLD GET PLEASURE AND INSTRUCTION FROM MOVIES. LAST YEAR IN THE UNITED STATES ALONE THERE WERE 95,000,000 PAID ADMISSIONS TO MOVIES EACH WEEK.



Drawn by Charles P. Beck

BOY dates GIRL

A RECENT letter from a student said: "In a recent 'Boy dates Girl' article you talked about games to play at a party. If you wanted an article on that subject, couldn't you have used a different title? 'Boy dates Girl' is misleading."

This is a good time to explain why the "Boy dates Girl" page often includes things other than straight dating. It includes family relationships, school and group activities, character, personality, clothes, good grooming, etc.

Why?

Because the boy-dates-girl whirl involves all of those things—and more. If you're a girl or boy who rates the dates, you're also a girl or boy who knows how to make the most of your personal appearance, how to plan your time, how to make friends, and how to get along with other people—at home, at school, and in public.

The idea of boys and girls getting together over a coke or a sundae isn't a diversion cooked up by some teen-age department to set you apart from the rest of the world or to take your mind off those knotty algebra problems. Dating is as natural as living—and it's related to the whole process of living. Eventually a certain boy and a certain girl "get together" for good. Marriage is the beginning of a new family unit and the family, in turn, is a unit of the community, the community of the nation, etc.

That makes dating more than a matter of knowing how to ask a girl for a date or how to order dinner in a restaurant. Anything that goes into making you a well-balanced person—and a good citizen—is related to dating.

This week, for instance, the following letter from a girl shows that religion is a factor in your date life.

Q. *One of my friends isn't allowed to go with boys who aren't of her religion. Yet most of the boys she meets and knows at school are of other religions. Her mother says she can talk to them, etc., but she can't go out with them. Is it wrong to go out with boys of other religions?*

A. No, we don't believe that dating

people of other religions is wrong. But that doesn't solve your friend's problem. When parents lay down the law, they usually have good reasons—and good reasons should always be respected. If a young person sincerely believes that his parents are reasoning wrongly in making a certain rule, he must use a great deal of patience and tact to achieve a happy and satisfactory compromise of ideas. Parents have years of experience behind them; their knowledge, through experience, should be respected. Open defiance of parental au-



thority is foolish and thoughtless. But if your approach to *any* problem of family relationships is calm and reasonable and thoughtful, then your family is likely to respond in the same fashion.

It's true that many people in this country set up barriers between themselves and other people because of religious differences. Many religious groups tend to isolate themselves by sticking closely to those of their own religious beliefs. But the problem isn't as simple as the differences between Republicans and Democrats. Politics is one thing, religion is another.

Religion to many people is a deep, inner feeling—the core of life. In dealing with the problem we must respect religious feelings as such.

The reason that some parents object to your dating those of other religions is because they realize just what we have said in this article. Boy-girl relationships often proceed from dating

to courtship to marriage. The problem of marriage between two people of different religions involves many factors—especially the intensity of their feelings about religion, their willingness to respect each other's beliefs, or to compromise and follow one religion. It is a problem that cannot be solved by generalizations; it must be solved by the individuals concerned.

To our way of thinking, friendship—and therefore dating—requires a respect for the opinions and beliefs of others. You respect their opinions and beliefs as you want your own to be respected. But, in dealing with parental objections to dating those of other religions, remember to respect the beliefs of your family. Don't try to impose your will on them; try to make them understand your point of view.

Most high school students overlook the value of having their parents *know* their friends. It's only when a problem of parental objection arises that they wake up to the fact.

See that your families hear about and get to know *all* of your friends. When you tell about the Dramatics Club party, mention the whole gang—not just Dick and Sally and Joe who attend your own church or live in your neighborhood.

The next time you plan a party, make up a list that includes boys and girls of several religions. Talk it over with your family. Explain to them that having these friends in your home isn't very different from working on committee with them in school. Tell them that you don't want to seem snobbish or unfriendly by excluding half of your friends from your party. If you argue your side of the question calmly and reasonably, your family should agree that your request is reasonable. Getting to know people at parties or in group activities is one of the best ways to break down barriers.

Take every chance you have—even make the opportunity—to bring your friends into your home. Help your family to see your friends in the same light you do. When your parents understand why you like certain people (provided your reasons are sound), they'll see your point of view.

It takes sound thinking and clear judgment to understand and respect the opinions of others. But differences of opinion can always be straightened out if you keep your head on your shoulders and have good reasons to back up your argument.

by Gay Head

The Day the Chinese "Stormed" Panama...



All morning the police chief of a city in Panama has been idly snoozing at his desk. A sudden cry of alarm rouses him. "Come quick, Senor! Big excitement. Many people gathered on N. street. Mostly Chinese sailors. More coming, too! So hurry!"



Quickly the Inspector musters his aides and heads for the trouble. As the car races through the narrow streets, the men are tense. They wonder what lies ahead—what could be the cause of such an uproar.



Suddenly they spot the crowd. Excited sailors are shouting and pointing towards a store. The Inspector leaps from the car and hurriedly begins to push his way through the crowd and into the store.



He can hardly believe his eyes! Everyone is smiling! There is no riot. The happy storekeeper explains: "A shipment of 51's came this morning. News got to a Chinese ship anchored in the harbor. See, they just cleaned me out!"

"51" ... the world's most wanted pen!

CASH GIVEN AWAY

—for interesting true stories about Parker "51" pens. \$25.00 will be paid for each such story we use in advertising. All stories submitted become the exclusive property of The Parker Pen Company. They cannot be returned. Address: The Parker Pen Company, Dept. S-17, Janesville, Wis.

Small wonder that an American-made Parker is so treasured on far distant shores! For each "51" is fashioned as if it were the *only* "51", with exacting, unhurried care. Its shielded point starts instantly—responds smoothly to your lightest touch. The gleaming cap slips snugly on the shaft—locks securely without twisting. Remember too, this pen alone is designed for satisfactory use with Parker "51" Ink that *dries as it writes*. Discover for yourself the joy that comes in owning the world's most-wanted pen.

Parker "51"

"Writes dry with wet ink!"

Copy. 1947 by The Parker Pen Company

*Based upon an actual letter in the Parker files.

A-way!

Woman Customer (in bank): "I would like to make a loan."

Bank Official: "You'll have to see the loan arranger."

Woman: "Who?"

Official: "The loan arranger. The loan arranger."

Woman: "Oh, you mean the one who says, 'Hi-Ho Silver?'"

Insurance Pictorial

Simple

Farmer (showing friend over the farm): "How many sheep would you guess were in that flock?"

Visitor (considers a moment and ventures): "About five hundred."

Farmer: "Absolutely correct! How did you guess it?"

Visitor: "Well, I jest counted the legs, and divided the number by four."

Austin Pioneer, Austin H. S., El Paso, Texas

Dilbert Drives by Night

(Concluded)

drivers that are a menace as something happens at this point that all most keeps me from making it to Amesville altho maybe if Platt would have quit jawing at me I could concentrate. I and another car are passing and we both dim our lights with the greatest of politeness when I see this figure on the road and it is a pedestrian in a dark suit walking along but not facing the traffic and it is all I can do to slam on the brakes and pull off the road to keep from creaming him. I hear one of my tires go swooch and I wind up in a ditch with a flat and boiling mad.

Maybe I hit it a little fast passing the other car but this pedestrian has no business there and it is a great shame all around.

I am somewhat embarass to discover I have no jack in the special and no flash light to see to fix the flat and it is sometime before we flag down a car to borrow one. We are in the soft mud off the road and it is a dirty job so I am not in the best of shape to present myself to Mr. Sump when we roll into Amesville at 1132 in the morning. It turns out Mr. Sump forgives me this once and does not care how I look as it is not clean work anyway in the stock room where I am learning the business.

"Well, Dilbert," said Platt, "it has been a great experience and thank you only I do not think I will ride with you for some time as luckily the troopers transfer me to another part of the state."

"Too bad," I said, "I and Ruthie will miss you."

"Yes," said Platt, "I guess you will be roaring between Amesville and Ruthies house and I will do you a favor Dilbert and tell the troopers in this district to take care of you as I am sure they will."

So maybe Platt is not a bad Joe after all as it is a good idea to have an in with the law.

Mr. Sump does not let me drive the California special to work as he says he is an old friend of my father and what is a stock room boy doing with a car like that anyway. Well, Clovis, you know me and I do not take cracks like that from anybody when I use to be in the Navy except maybe a full commander but when you got a future like my own and maybe a wife to take care of it does not mean a thing.

Your pal

Dilbert

Reprinted with permission of the Ford Times (published by the Ford Motor Company), and of the artist and author, R. Osborn and G. Foster.



COUGHING IS OFFENSIVE!

Here's 3-Way Relief:



Go after offensive minor coughs due to colds or smoking at the first scratchy "tickle." Get Smith Brothers famous black Cough Drops, a scientific prescription-type formula of proven cough-relief ingredients used for years by the medical profession. They bring quick, long-lasting relief 3 important ways: 1. Ease throat tickle. 2. Soothe raw, irritated membranes. 3. Help loosen phlegm.

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HANDY HELPER'S

JINGLE QUIZ No 10

What's built around a bit of air?
What stops a loose-leaf, ring-hole tear?
What keeps the pages nice and neat
And guarantees the set's complete?



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SPORTS

Short Shots

ATENTION, baseball fans. Here's the big-league all-America team for 1946, picked by 298 of the nation's top baseball reporters.

First Base — Stan Musial, St. Louis Cardinals.

Second Base — Bobby Doerr, Boston Red Sox.

Shortstop — Johnny Pesky, Red Sox.

Third Base — George Kell, Detroit Tigers.

Outfield — Ted Williams and Dom DiMaggio, Red Sox, and Enos Slaughter, Cardinals.

Catcher — Aaron Robinson, New York Yankees.

Pitchers — Hal Newhouser, Tigers; Bob Feller, Cleveland Indians, and Dave Ferriss, Red Sox.

Guess who got the most votes? Williams? Nope. Feller? Nope. Musial? Nope. The answer is — Hal Newhouser! He was chosen by 290 of the 298 voters. Which seems to prove that Hal and not Bob Feller is the top pitcher in baseball.

Williams ranked second in the voting with 286, while Musial, with 276, wound up third. Doerr (269) came in fourth, followed by Feller with 267.

The closest race developed at third base, where Kell beat out George Kurowski, of the Cardinals, 151 to 121.

Wanna be a general? It isn't easy, McGee. In fact it's darn tough. Look at some of the things you must be able to do before getting into West Point:

Standing broad jump — 6 ft., 9 in.

Three broad jumps for distance (standing start) — 20½ feet.

300-yard run — 46.7 seconds.

Hop, step and jump from standing start — 20 feet.

Rope climb in seven seconds — 10½ feet.

Softball throw — 140 feet.

Basketball throw — 65 feet.

Six-pound medicine ball shotput — 33 feet.

Squat jumps — 28 times without stopping.

All this is part of the new physical test which goes into effect March 4. Confidentially, we don't think these items are too rugged. Anybody with any claim to being an athlete ought to breeze through 'em.

Where are the goal posts in professional football? John Aide of Tarpon Springs, Florida, says they're right on the goal line. Some of his friends claim they're 10½ yards behind the goal. I've been picked to settle the argument.

Well, John, go to the head of your class. You win. The goal posts in pro football are right smack on the goal line. In college ball, they're 10 yards behind the goal (on the end lines).

Bob Gaston, of Calhoun City, Mississippi, wants to know the longest field goal ever made by a drop kick. Here 'tis, Bob — the modern record is a 63-yarder made by Mark Payne of Dakota Wesleyan against Northwest Normal in 1915.

Step up, basketball fans — see how many "goals" you can score on this short quiz:

1. How far is the foul line from the basket: (a) 20 ft., (b) 18 ft., (c) 15 ft.

2. Which of these colleges won the national championship last season: (a) Kentucky, (b) Oklahoma A. & M., (c) Notre Dame.

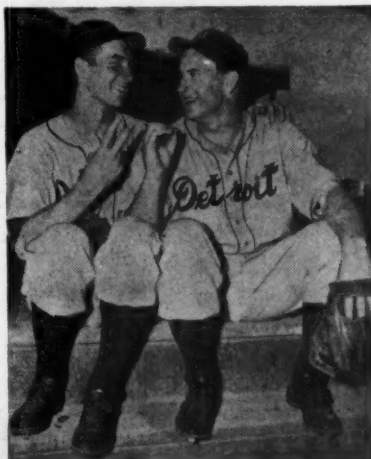
3. Which of these rules governs pivot play in the free-throw lane: (a) 3-second rule, (b) 10-second rule, (c) 5-second rule.

4. Which one of the following athletes does not belong in this group: (a) Max Palmer, (b) Hank Luisetti, (c) George Mikan, (d) Willie Hoppe, (e) Bob Kurland.

5. How long is an official high school game: (a) 40 minutes, (b) 45 minutes, (c) 32 minutes.

Answers: 1. (c); 2. (b); 3. (a); 4. (d); 5. (c).

— HERMAN L. MASIN, Sports Editor



Press Assn.

Newhouser (left) and Dizzy Trout.

Wilson Sport Say



Power Hitting

BY

Ted Williams

If you want to become a power hitter in baseball, you must first develop strong wrists and forearms. It's an old but a solid idea that squeezing of tennis balls 50 to 100 times a day will do the trick.

I gain my power from the final flick of my wrists. You can too, if you work at it. It's all a matter of timing.

Another important factor in attaining that power is to hang loose and relaxed in that batter's box. When you cut at the ball, the swing should represent a smooth application of power by mustering every pound in your shoulders and body into a free follow through.

That final snap of the wrists packs the power punch. That's the kick that slams the ball right out of the park. And don't forget, all the power in the world doesn't mean a thing if you don't keep your eye glued to that ball all the way.

Equipment represents an important factor in playing any sport. The new "Ted Williams" fielder glove carries my name and endorsement. I recommend it — and any other sports gear bearing the name "Wilson."

Good Luck,
7.20.

Wilson

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Ted Williams is retained as a member of Wilson Advisory Staff



It's Wilson today in sports equipment



✓✓✓ Tops, don't miss. ✓✓✓ Worthwhile. ✓✓✓ So-so.

✓✓ **THE YEARLING** (M-G-M. Produced by Sidney Franklin. Directed by Clarence Brown.)

As you must know by now, "This is the Year of *The Yearling*." After eight

years of work, the much-heralded film version of Marjorie Kinnan Rawlings' Pulitzer Prize novel has finally reached the screen. We think this story of pioneer days in the Florida scrub country will have a wide appeal.

The story is a simple one. It is concerned with the struggles of the Baxter family to build a home in a pioneer community. And it is concerned with the lessons young Jody Baxter (Claude Jarman, Jr.) must learn in growing up.

The dramatic incidents that illustrate the story arise naturally out of the setting. A vicious bear kills the Baxters' hogs. A miserable rainy season ruins

their crops. A rattlesnake bite nearly causes the death of Pa Baxter (Gregory Peck). Jody's pet deer devours their corn and tobacco plantings, and must eventually be shot. These hardships make Ma Baxter bitter. And they require Jody to shoulder a man's responsibilities long before the average boy must.

Claude Jarman, Jr. turns in a sensitive performance as Jody. But Gregory Peck, as his father, is somewhat disappointing. He does not seem to enter into the character of Penny Baxter. His characterization consists largely of donning pioneer clothes and a few backwoods expressions. Even in his backwoods talk we frequently hear the diction of a man who has spent all his life in civilization. The hardships that affect Ma Baxter's character have no noticeable effect on Penny's spirit.

The Yearling is most outstanding for its photography. Several technicolor scenes of the Florida scrub country are breath-taking.

But for all its excellent story and beautiful camera work, the film lags in many places. There is an excess footage of "scenery for scenery's sake." Had the film been cut a little and had Gregory Peck entered into his role more convincingly, *The Yearling* would have been a great motion picture. Falling short of this, it is pleasing, worthwhile entertainment and a good adaptation of Miss Rawlings' classic.

MOVIE CHECK LIST

Drama: ✓✓✓ *The Yearling*. ✓✓✓ 13 Rue Madeleine. ✓✓✓ *It's a Wonderful Life*. ✓✓✓ *The Best Years of Our Lives*. ✓✓ *The Wicked Lady*. ✓ *Abie's Irish Rose*. ✓ *The Razor's Edge*. ✓ *The Chase*.

Comedy: ✓ *The Perfect Marriage*.

Mystery: ✓✓ *The Red House*.

Musical: ✓✓ *Song of the South*. ✓ *The Time, the Place and the Girl*.

Western: ✓ *California*.



Penny Baxter (Gregory Peck) takes Jody (Claude Jarman) on his first bear hunt.

\$65.00 IN PRIZES!

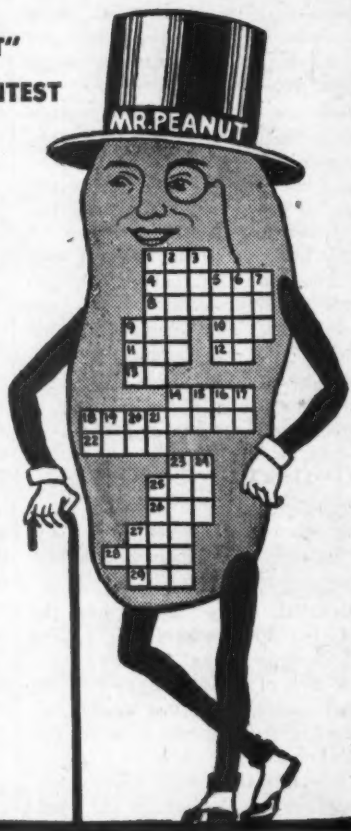
ENTER THE "MR. PEANUT" CROSSWORD PUZZLE CONTEST

118 PRIZES!

1st Prize	\$25.00
2nd Prize	\$15.00
3rd Prize	\$10.00
4th Prize	15 Prizes of \$1 Each
100 Honorable Mentions — 2 vacuum packed tins of Planters Peanuts	

Read These Rules Carefully

1. Anyone under the age of 21 may compete.
2. After completing the puzzle, write a sentence of 18 words or less, beginning "I like Planters Peanuts because—," and containing at least 3 words from the puzzle.
3. Each contestant may submit more than one entry. Send empty Planters Peanut bag or wrapper with each entry, or send a hand-drawn facsimile of the wrapper showing Mr. Peanut. On top of page write your name, age, home address, city and state.
4. Mail entries to Planters Contest Editor, 14th Floor, 220 East 42nd St., New York 17, N. Y., to arrive by midnight, March 4, 1947. No entries accepted after that date.
5. Prizes will be awarded to those submitting complete and correct solutions to the puzzle and whose statements are considered most accurate and suitable for advertising and publicity use. Judges' decision is final. Winners will be announced in the April 28th issue of this magazine. In the event of a tie for any prize offered, duplicate prizes will be awarded.



ACROSS

1. What you get from eating Planters Peanuts.
4. What Planters Peanuts give you.
8. Clothes.
9. Single unit.
10. Obtain or become.
11. Soft coat of hair that covers many animals.
12. Yes.
13. Foot (abbrev.).
14. Hebrew prophet and book of the Old Testament.
18. Manufacturers of crisp peanuts.

22. Built or formed.
23. Company (abbrev.).
25. Kind of fish.
26. To regret.
27. Personal pronoun.
28. Consumes food.
29. Place from which golfer starts playing each hole.

DOWN

1. What Planters prepares for your enjoyment.
2. To go in.
3. Animal kept as a favorite.
5. Capital of Latvia.
6. A color.

7. Pertaining to a certain time.
9. At a distance.
14. Particle used to show where.
15. Objective case of I.
16. Conjunction suggesting a choice.
17. Steamship (abbrev.).
18. From noon till midnight.
19. Louisiana (abbrev.).
20. In the Year of Our Lord.
21. Northeast (abbrev.).
23. Line of action.
24. Kind of poem.
25. Greek Island.
27. What you wear on your head.



Billet-Duel

"Good heavens, doctor! What a terrific bill for one week's treatment!" the patient protested.

"My dear fellow," the doctor replied, "if you know what an interesting case yours was, and how strongly I was tempted to let it proceed to a post mortem, you wouldn't complain at a bill three times as big as this!"

Herald (Cape Town)

Dark Night

An old railway watchman was testifying for the defense in a suit having to do with a collision between a train and an automobile at the crossing he guarded. He was being cross-examined by the plaintiff's lawyer and appeared ill at ease.

"You kept waving your lantern," his questioner bellowed, "but my client kept approaching despite everything?"

"Yes, sir! Yes, siree!" the old man kept repeating until he was finally told to step down.

"What's got you all upset?" the railway's lawyer asked. "You had no reason to be afraid."

"Sez you!" the watchman retorted. "I was afeared he was gonna ask me if I had my lantern lit when I was waving it!"

Townsend National Weekly

Hole-y System

"How are you getting on at home since your wife went away?"

"Fine. I've reached the highest point of efficiency. I can put my socks on from either end."

The Balance Sheet



Collier's

"He hasn't learned to jump yet."

Kilroy Was There

A lady came to the station attendant complaining that her car was jumping. The attendant checked the spark, found that one cylinder wasn't hitting.

"Lady, you have a cylinder missing," he told her.

"I don't see how that could be," she frowned. "I keep my garage locked all the time."

Jobber Topics

Touch 'n' Go

During a railroad strike in England a volunteer engineer on the London-Liverpool express performed the remarkable feat of bringing the train into Liverpool 25 minutes ahead of time. The passengers went forward in a-boddy to thank him. A pale face emerged from the cab. "Don't thank me," it gasped, "thank God. I only found out how to stop this thing five minutes ago."

Kablegram

Either—Or!

The telephone rang, and Mrs. Jones answered it promptly. "Is your husband home?" a customer inquired.

"I am sorry, but he went over to the river an hour ago."

"What is he doing over there?"

"Oh, that," replied Mrs. Jones. "Well, if the ice is as thick as he thinks it is, he went skating. If it's as thin as I think it is, he went swimming."

Christian Endeavor

Higher Altitude

Sam Goldwyn, the film magnate, accepted an invitation to join a foursome in the east for golf. The caddy handed him a driver, Sam took 5 lusty swings, but missed the ball each time. Grabbing the weapon again, he turned around to his partner and shrugged: "Out in California, where I play, the ground is an inch and a half higher!"

By Gardner, Parade

Mistaken Identity

The woman breezed into the room with the remark: "Doctor, I want you to tell me quite frankly what's wrong with me."

The man surveyed her from head to foot, and at length said: "Madam, I've just three things to tell you. First, your weight should be reduced by about 30 pounds. Second, you should use much less powder and lipstick, and third, I'm an artist; the Doctor's office is on the floor below."

Jobber Topics

Nothing Matters

Abel: "Dearest, I must marry you."

Mabel: "Have you seen Father and Mother?"

Abel: "Often, darling; but I love you just the same."

Austin Pioneer, Austin H. S., El Paso, Texas

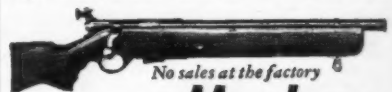
Whoa!

Wait a Minute

We knew we had a winner in the new 22 cal. "Mossberg G.I.", the civilian version of the rifle we supplied to the U. S. Army and Navy. But we didn't know "everybody" would want it. The demand is going sky-high! And you shall have it, but it may be a little while before everyone can be supplied.



The "Mossberg G. I." (Model 44 U. S.) is a 22 caliber, 7-shot, bolt-action, clip repeater, equipped with the really wonderful, new, No. 3100 Mossberg peep sight with $\frac{1}{2}$ " micro-click adjustments for windage and elevation—and a dozen other Mossberg extra features. It's a beauty, as even the partial view below will indicate! Literature on request.



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ADDRESS.....

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Beaver

Not the *eager* kind, but the type that keeps gnawing and gnawing till the job is done. The poor gal doesn't realize that a Royal Portable, with all its *speedier* features — "Magic" Margin, "Touch Control," and lightning-like Finger-Flow Keyboard —helps *anyone* to do faster, better, neater work!



Mr. Greenbacks

This clever lad turns a pretty penny with his Royal Portable. Because he can finish his *own* work in jig-time, he's able to cash in by typing the homework, reports, and themes of others not quite as enterprising. Fine start for later life, too, because Royal is *the* portable with the features of a standard typewriter.



You?

If your gray matter is active, and you don't possess a Royal Portable, by all means let your folks know. (You might even show them this page!) Point out briskly, but softly, that a Royal will help improve marks now, and prepare you for a good job later. Make sure it's a *Royal*—sturdy and timesaving!



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Portable Size**

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Practical English

FEBRUARY 17, 1947

Plan Your Vacation Now, 8-T

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NEW YORK CENTRAL



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at our corner

Come in to see *Scholastic* on your way to the United Nations. That will be our invitation when our new neighbor moves into its skyscraper home on East River.

Scholastic is delighted that U.N. will come to live right across our alley (42nd Street). We can then report its goings and comings and doings almost by looking out the window.

As you walk briskly east on 42nd Street across Fifth Avenue, past Grand Central Station and under the El, the last big skyscraper on the right is us — 220 East 42nd. Better known as the News Building. This is where we live and type. Our heart, however, is in the Waukegan Township High School and 26,999 other American high schools.

Just inside our lobby is one of the famous sights of New York — the biggest world globe you ever laid your eyes on. It is 12 feet in diameter. Along the lobby walls are time, astronomical and weather charts, and moving graphs. If you can, tear yourself away from this ground floor observatory you will find us on the 14th floor just above the United Press offices. Come up and see our paintings — the awards winners

from the annual National High School Art Exhibition. And get a birds-eye view of the U.N. site.

Have your students exchanged letters with fellow students in other countries? If so, how did it work out? We are looking for true stories of adventures in international friendships to follow up our page 12 piece on "Make World Friends by Mail."

Here's music news to pass on to students. At least two student compositions that receive Scholastic Music Awards this spring will be heard on NBC and CBS national networks. Fred Waring will present a choral number; Meredith Willson (Sparkle Time) an instrumental number.

Some talented student will also receive 200 records of his composition played by a nationally famous dance orchestra — Johnny Long's band. Other supplementary awards by Signature Records are: five cash awards, \$50 to \$5, for the best general ability in composing. To 27 Scholastic Music Award winners Signature will also present new Paul Whiteman albums of Gershwin's *Rhapsody in Blue*.

A new service in this issue is *Getting Ready to Teach TRANSPORTATION* on page 16-T. How do you like this teaching aids round-up?

We thank the Detroit Board of Education and the National Music Camp for the excellent photographs that grace the Scholastic Art and Music Rules Booklets this year.

Scholastic Teacher

Edition of Scholastic Magazines
A national periodical for High School Principals, Supervisors, and Teachers of English and Social Studies

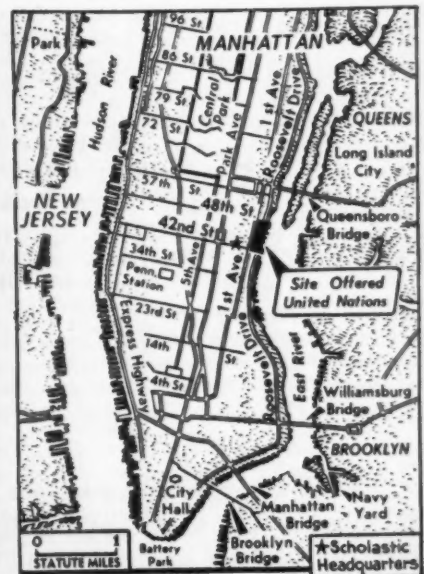
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Line encloses U.N. site shown on map. Arrow marks Scholastic. Empire State, Chrysler towers, top right.

The Newspaper PM

Press Assn.

The Capsule News

VOLUME 1, NO. 2

EDUCATION IN BRIEF

FEBRUARY, 1947

GOOD NEWS!

State Lawmakers Vote Teacher Pay Raises but HCL Melts Gains

New York and Virginia legislatures set a speedy pace in raising teacher salaries. New York guaranteed a minimum salary of \$2,000 with appropriation totaling \$32,000,000. Increases range from \$300 to \$800.

In Virginia a special session increased state funds for teacher pay \$7,500,000 for the next 18 months.

North Carolina teachers seem likely to receive a 30 per cent raise.

In Rhode Island school board members and school officials ask state appropriations assuring \$600 per year increases for teachers.

Indianapolis adopted a new \$2,000 minimum starting salary and raised the maximum for teachers with bachelors degree to \$3,300.

The American Library Association also acted calling for a national minimum of \$2,100 for trained librarians.

Teachers and librarians throw no hats in air. As NEA points out a \$2,400 salary pared down by \$318 Federal income tax and inflation is "worth about \$1,315 in pre-war purchasing power."

Washington Griddle

Specialists in English, social sciences, and fine and industrial arts will be hired if the U. S. Office of Education gets the requested budget.

New chairmen of House and Senate committees on education are: Senate, Robert A. Taft, Ohio; House, Fred A. Hartley, Jr., N. J.

Truman to Congress: Wait until late spring to vote vocational funds as authorized last year. State matching appropriations will then be known.

Budget Bureau okayed \$418,000 increase in the appropriations request for U. S. Office of Education.

U. S. Labor Department now wants to go into education business. It asks \$114,626 for 14 labor-education specialists.



Scott Brown in Collier's
"She keeps giving the children the same arithmetic problem to do at home - 'A teacher receives \$2300 salary, her expenses are \$2600.'"

PERSONALS

A new novel with a New England teacher its chief character is People's Book Club choice for June. It is *Nearby*, by Elizabeth Yates (Putnam), former teacher. The novel portrays an understanding teacher in a small town.

William Jansen, former assistant, was named superintendent of the world's largest city school system, New York.

MAGNIFICENT ERROR

Reviewing the latest Hollywood adventure into history - *Magnificent Doll* - Bosley Crowther, N. Y. Times reporter says:

"Heaven help the poor school children whose minds are supposedly informed about the American Federalist period by the film *Magnificent Doll*, which pretends to tell the story of Dolly Madison. And Heaven help the poor school teachers who have to undo this film's fallacious work."

How the Public Rates Teachers

Where do teachers stand in public esteem? Pretty high, according to a study reported in *Occupations* (Jan.). Investigators supply no separate figures for high school teachers. Prestige of teaching remains as high as it was in 1925.

Social Status Ranking

Occupations	1925	1946
Banker	1	2.5
Physician	2	1
Lawyer	3	2.5
Supt. of Schools...	4	4
Civil Engineer...	5	5
Army Captain...	6	6
Foreign Missionary...	7	7
Ele. School Teacher	8	8
Farmer	9	12
Machinist	10	9
Traveling Salesman	11	16
Grocer	12	13
Electrician	13	11
Insurance Agent...	14	10
Mail Carrier	15	14
Carpenter	16	15

Advertisers Will Help

U. S. will soon hear radio appeals to youth to take up teaching. Ads will blossom praising teachers. Credit the Advertising Council, Inc., the "good-deed" arm of advertising. Teachers, tuberculosis prevention and "our American heritage" will share the \$100,000,000 public service program.

Gallup finds the public evenly split on teachers joining unions; yes, 43 per cent; no, 40 per cent; no opinion, 17 per cent.

New Federal Aid Plan Put Up To Congress

WASHINGTON: Congress has a new Federal aid to education bill, S 199, sponsored by Senator George D. Aiken (Vt. R.). Its chief feature: a simple way of distributing funds; benefits to all states; absolutely no Federal control; a frank approach to the public-private school issue.

U. S. would give all states \$20 per child per year the first year and step up aid \$10 per year to \$60 per child in 1952. Equalization would come through general taxes reaching wealth where it exists. States could not spend less than an average of \$100 per child in each local school

district (Federal aid included) to receive benefits.

Part 2 of bill would grant not to exceed \$30 per child to private schools for transportation, school health service, non-religious supplies including books.

Major claims for Aiken bill are that it avoids complex equalization formulas, leaves no state out in the financial cold, puts private school aid squarely before Congress.

NEA and AFT stands on S 199 still unknown. The Murray (AFT) and Taft-Hill (NEA) bills have not yet reappeared in hopper. Sen. Green (R.I.) introduced an aid bill.

NEA to Teachers: Bargain in Group

AFT Also Considers Stiffer Policy with Local Boards

Shall teachers strike? This may soon be No. 1 on the Issue Parade.

The American Federation of Teachers promises a policy statement in its February *The American Teacher*.

Sec. Willard E. Givens, NEA, gave Washington reporters a statement declaring: "Teachers should insist upon a salary schedule commensurate with social demands laid upon them. . . . It is professional for teachers to seek adjustments in salaries during current contracts if conditions justify increases. . . . They should insist upon new contracts for salaries and working conditions which are acceptable."

He added, "A contract once signed should be faithfully adhered to until it is dissolved."

How will teachers "insist" on higher salaries?

"The former practice where teachers individually bargained with the superintendent or the board of education is largely past. Group action is essential."

Does NEA advocate collective bargaining, asked a reporter.

Call it "democratic persuasion," said Mr. Givens.

Spurred by strike victories in Norwalk, Conn., and St. Paul (AFT there), and member demands for action, NEA moved to meet AFT "company union" charges. Said NEA: Salary committees, with "full authority to represent and act for the local association" should "obtain action by the board of education."

Does this sidetrack the superintendent? "We believe," declares NEA, "that those who seek to place classroom teachers and school administrators in opposing camps do a disservice to the cause of education."

AFT, meantime, pondered what strikes might do to the public's present pro-teacher mood.

Like miners, the teachers this spring may vote "no contract, no work."

Sec. Kuenzli laid shortage to "failure of independent associations to provide for professional interests of teachers."

I Flew Around South America

I HAVE just come back from 17,000 miles by air over South America — two of the most thrilling months I have ever had and \$1,600 in the best investment I ever made. It's the ideal vacation for the teacher who is always seeking stimulus from new people and new lands, and who is interested in seeing age-old problems in a new setting.

I have come back bubbling over with enthusiasm about the breath-taking grandeur of the high Andes, the quaint streets, the cordial people and the oneness of our one world. I get a real lift when I think of that cordial old Argentine who somehow understood my feeble Spanish and undertook to convince the customs official that my passport was in order. I take new courage after meeting the secondary school education commission in Santiago de Chile and seeing the determination and vision with which they are tackling the problems of juvenile delinquency and the teacher shortage. And I feel new pride in the leadership of women after talking to those South American teachers who are doggedly forging ahead toward a liberal program of education for all the people.

That is what I mean about a trip to South America being a good investment. The dividends are coming in every day and while they don't pay the grocer, they feed the spirit — and teachers need that more than any other people.

Flying Has Advantages

My own trip was probably the most comprehensive one could have in two months. I flew down the West Coast, stopping at Baranquilla and Bogota in Colombia, then to Quito, on to Lima and Arequipa in Peru, to Chile for a stay in Santiago and Valparaiso, over the Andes to Argentina,



By Nancy Larrick

Nancy Larrick taught for a number of years at Winchester, Va. During the war she helped direct the Treasury Department's School Savings program. Recently she became assistant editor of *School Executive Magazine* in New York.



then by boat to Montevideo, by air to Rio and finally due north to Belem at the mouth of the Amazon, then island-hopping through the Caribbean with a stop at Puerto Rico and back to Miami and three whole glasses of Grade A milk.

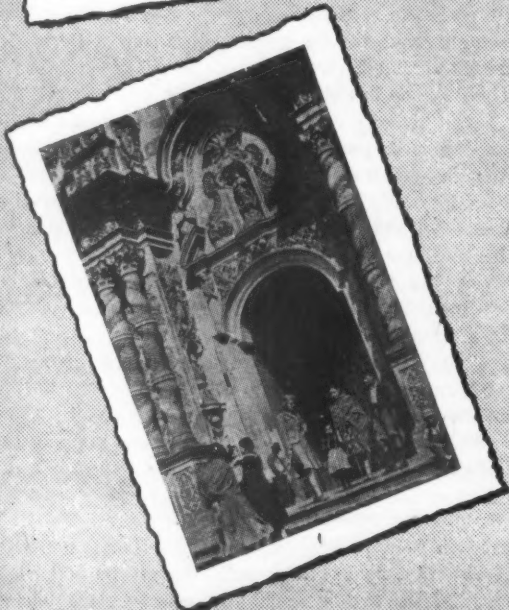
There are dozens of itineraries which can be worked out for a trip by air, with prices ranging from \$188.37 to \$970.83 for transportation, including tax. See table.

Actually air travel permits many variations, for the traveler may stop off every time the plane comes to an airport — at no added cost. It all depends on how much time he has and how much curiosity.

Flying has wonderful advantages, particularly for the North American who speaks little or no Spanish. The airline picks you up and delivers you to your hotel at no added cost as in the States, handles your baggage, helps you through customs, feeds you on the plane, advises on hotel reservations (although they will not make reservations) and patiently answers the multitude of questions popping from the bewildered or merely curious tourists.

Budgeting for the Trip

Baggage is no problem if one has the moral stamina to keep within the limit of 55 pounds (though you better learn to say "25 kilos" and figure out your own weight in kilos for they never use pounds). Things get complicated only when



there is excess weight. I kept my things to two bags and was the envy of my friends at every stop.

It is hard to say exactly what your trip would cost, for prices are rising. In fact, they rose while we watched from the sidelines in Chile. Hotel rooms vary from \$2.50 a night in Quito to \$6 in Rio and San Juan. Food is high for North Americans who are invariably anxious to have it prepared under sanitary conditions. There just isn't anything comparable to our drug stores where one can get a milkshake and cheese sandwich for lunch. You have to go to a swank hotel and order a la carte. There are not enough South Americans in the middle class to justify anything comparable to a Childs restaurant.

I allowed \$10 a day for hotel, food, taxis, tips (they expect it), entertainment such as concerts, postage, newspapers, and some shopping.

But there are some preliminaries you have to count on too: passport fee of \$10, visas ranging from "free" for Peru to \$6 for Uruguay; passport photographs, vaccination and typhus shots, and an extra pair of comfortable walking shoes.

Planning Your Itinerary

First of all, work out an itinerary of where you want to go. Then consult with the airlines on their routes and adjust your stops to those which the airline will reach. Then have the airline make your reservation all the way through — a circuit ticket is cheaper. You may wish to change your itinerary en route, but it is better to have some sort of reservation and then make changes than to have nothing and be stranded.

Hotel reservations come next. Get a list of recommended hotels from the airline or from the South American Handbook, a British guide. Then shoot out an airmail letter to each hotel asking for a reservation. They are difficult to get in Lima, Buenos Aires, and Rio so start weeks or months ahead.

Getting a U. S. passport may take as long as a month. Your application to the State Department in Washington must be accompanied by \$10, two small photographs, and your birth certificate or your old passport.

What Clothes to Take

After you have your passport, you must get a visa for each country. Visas cannot be obtained in any one bureau or even in Washington. Each country issues its own visas at its consulates. Each has different requirements by way of documentary evidence that you are a desirable traveler. In addition to a passport, many require: (1) certificate of smallpox vaccination in the past year, (2) good conduct certificate from your chief of police, (3) letter of reference from your bank, (4) evidence that you have purchased a round-trip ticket, and (5) one to four of your passport pictures. Visas can be obtained in any country for entrance to another, so you *can* get some along the way, but that takes up valuable sight-seeing time. Untangling red-tape in Spanish is far worse than in English.

Your doctor can advise you on the shots you should take. Shots for typhoid, yellow fever, and tetanus in addi-

Photos from Pan American Airways, Grace Line, and Ewing Galloway

Ecuador natives make good photo subjects. Chilean flower markets lure color film addicts. You find startling contrasts of today and yesterday in every Latin plaza.

tion to smallpox vaccination take at least three weeks since some cannot overlap, so allow plenty of time.

The fewer clothes the better is good advice.

Remember the first day of spring in South America is September 21 with weather corresponding to March 21 in the States and that can be cold. Also, some of the hotels and many of the public buildings have no central heat so take *winter* clothes. I wore a wool suit and heavy winter coat in every country except Brazil, and I often wished for long underwear and a couple of sweaters besides!

Comfortable shoes are a necessity. Don't count on getting a pair down there. Take those old rubber-soled saddle oxfords and rejoice when you climb the cobbled streets of hilly Quito.

Two suitcases should be enough—one for overnight things, the other for clothes and the extra room for the shopping you will certainly want to do.

You Are Your Own Guide

Unlike Europe and Central America, South America is not well equipped to guide tourists. You almost have to be your own guide, but once you know that and keep asking questions you are in for fun and real sightseeing.

Before you start out do some reading for background information. Try Hubert Herring's *Good Neighbors* (\$3. Yale University Press) and *Our American Neighbors* prepared by the Office of the Coordinator of Inter-American Affairs (\$3. Public Affairs Press, Washington, D. C.). Both give excellent factual information.

You can always get help from the representatives of Pan American Airlines (Panagra in South America), from the hotel clerks, and from shop people. Of course, the U. S. Embassy in each country is there to serve you and may even have some "tourist" suggestions. Most of the larger cities have a U. S. Cultural Institute where North and South Americans meet to study English and things cultural. You might find a good guide and certainly good sightseeing suggestions at one of these "institutos."

One advantage of being your own guide is that you really get to know the people. Riding the streetcars and buses is of decided advantage if you don't mind being crowded *almost* as much as in a New York subway. You really see the people in their workaday ways, you see the great cross-section of the city's streets and shops, and you can ride for as little as a cent in U. S. money.

The best way to the hearts of the South Americans is to keep smiling. Ask directions with a smile and they not only tell you in full details, but draw a map or actually take you there. You will soon pick up enough Spanish to get around, but you will have to keep trying and be willing to risk making foolish errors. Usually someone can speak English but if all else fails, the old sign language will do the trick.

What to See

Each person would give you different suggestions on what to see. Mine is to see the people—at work, at school, at their festivals and church services, at their markets, and just on the streets—usually the back streets and winding alleys—where few North Americans are expected and where local customs are more distinctive than on the local version of Park Avenue.

When I think of South America I often think of the markets—the smelly street market that Sunday morning in Quito where a native Edgar Bergen entertained part of the



At a rodeo in Argentina.

crowd while barefoot Indian market women sat crosslegged on their great mounds of fruits and vegetables, nursing their babies, while they conducted routine sales. I think, too, of the market in Lima with its jumble of crude pottery, hand-knit caps with earmuffs, and sleazy factory-made cotton dresses. Or the flower market in Rio where five-foot "funeral" sprays were being made of red, salmon-pink, magenta, and orange flowers.

I think of the schools—government schools sometimes in converted houses with no central heat, little light, and no modern furniture or teaching aids. I remember those children—all in uniform—who rose so ceremoniously to say "Buenos dias" in unison, who waited for the teacher to tell them when to move and what to say, who marched as though they had never raced across a playground.

I think of the churches—on every corner they seem to be majestic evidence of their influence in the lives of the people. I think of the ragged barefoot Indian in his red poncho, kneeling before the great gold altar in Quito, his gnarled hands clasping and unclasping as he made his prayer.

I think of the gardens and public squares where the flowers were big enough for a Disney fantasy. I think of the giant azaleas at Vina del Mar—each blossom like an orchid.

I think of the magnificent concert at the Teatre Colon in Buenos Aires with Erich Kleiber conducting and Rosita Renard playing the piano concerto.

But, there I go again, pulling in my dividends from 17,000 miles by air and unrecorded hundreds by foot in South America. I suppose it is the teacher in me that wants to say to every other teacher "Fly down to Rio on your next vacation."

Typical Trips on the Pan American Airways (Fares include tax)

New Orleans—Merida—Guatemala—Mexico City—Houston, Tex.	\$188.37
Miami—Havana—Merida—Guatemala—Mexico City—Houston, Texas	202.86
Houston—Mexico City—Guatemala—Costa Rica—Balboa—Barranquilla, Colombia—Caracas, Venezuela—Haiti—Havana—Miami	383.98
Miami—Kingston, Jamaica—Bogota, Colombia—Quito, Ecuador—Lima—Balboa—Miami	598.23
Miami—Bogota, Colombia—Quito, Ecuador—Lima—Santiago—Buenos Aires—Rio—Belem—Puerto Rico—Miami	970.83



Plan Your Summer NOW

IT'S February. It's cold. A good time to stretch out in an easy chair with a bright sheaf of travel folders.

Your 1947 summer will be as good as your planning. No better. Pour us a cup of tea and we'll tell you what we know about going places.

You are now in number I of the seven stages of summer vacationing; the "dream" stage. The others are: 2. "dream" choice; 3. budgeting; 4. preparations; 5. buying travel; 6. enjoying travel; 7. "now when I was in . . ."

I. Dreams. Dreaming, fortunately, costs you nothing. Is this the summer to go to Europe? Or to summer school again? Will the old bus carry you to Mexico City?

How about seeing the West on an all-expense tourist train? Can you take two weeks or three months? Do you want adventure? Relaxation? Or new faces?

For dreaming up vacations *Scholastic Teacher* is a free crystal ball. Look in this and the March, April, and May issues for summer planning aids. Read the text. Read the advertisements. March will carry a comprehensive Summer School Guide. May is our *Your Vacation* special number.

TRAVEL INFORMATION

Check, Clip and Mail

Director SCHOLASTIC MAGAZINES TRAVEL BUREAU
220 EAST 42nd ST., NEW YORK 17, N. Y.

Forward available travel information on the following:

1. New England; 2. Middle Atlantic; 3. Southeast; 4. Middle West; 5. Southwest; 6. Northwest; 7. West Coast; 8. Alaska; 9. Hawaii; 10. Caribbean; 11. Eastern Canada; 12. Western Canada; 13. Central America; 14. South America West Coast; 15. South America East Coast; 16. Europe; 17. Africa; 18. Australia and New Zealand; 19. Orient.

CIRCLE NUMBER INDICATING YOUR INTEREST:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19.

Name

I TEACH (subject)

School

City

Zone State

Then note the Travel Information Request Form on this page. Check, clip and send it to us.

II. Choice. At this point — or even a bit earlier — call on the "department store" of travel — the travel agent. He is unique among tradesmen. While grocer and electrician charge you for their services the travel agent, as a rule, charges nothing. He taxes hotels, airlines and steamships to serve you.

Take your questions to him. What routing does he recommend? Does he know any special rate trips? What hotels? How about side trips? Loop trips? Combinations of rail, bus and boat trips? Special railroad trips for tourists?

Recently we consulted one of these oracles (the American Express Co.) about a trip to Haiti. "Yes," the agent said, "you can fly to Miami and then to Port au Prince. The fare is \$241.60." Then he added, "Or you might want to take advantage of Pan American Airways' Special \$150 round trip tourist rate to San Juan, Puerto Rico. An hour and twenty minute hop takes you from San Juan to Port au Prince. You see *two* islands for less than the cost of going via Miami."

III. Budgeting. The alert travel agent can also help you plan stage 3 — your travel budget.

In choosing how to go you need to think of the three dimensions of travel: speed, economy, and service. Buses offer the cheapest cross-continent travel in U. S., but the trip takes 98 hours. Planes take you from New York to Buenos Aires in 46 hours. You might prefer the comfort and leisure of a 14-day boat trip.

Don't underestimate the cost of automobile travel. The car you own costs you about 12 cents a mile.

Domestic rates for other forms of transportation are: bus, one-and-one-third cents per mile (approx.); railroad coach two cents; railroad first class (not including Pullman), three cents; airline, four cents to four-and-a-half-cents.

Steamship rates according to accommodations. Average trans-Atlantic passenger rate via the *America*, New York to London, is \$411.25; by plane, \$376.25.

Be sure to look into the escorted all-expense trip. Especially if you are going out of the country. Trips managed by travel companies save you from the vagaries of inflation and the risk of finding *no* room at any inn. Watch the advertisements. Many escorted trips in and out the country will not be announced until late spring.

IV. Preparations. Preparations for summer travel include reading, wardrobe, and luggage. Also shots and essential papers. See *Scholastic Teacher* for more on these subjects.

V. Travel Purchase. When you come to actual travel buying turn again to your travel agent. He can plow through all the detail. He can arrange for hotels and side trips. He will turn the whole packaged trip over to you in a stout envelope.

VI. You're Off. As you stand on the platform, hatted, coated, luggage in hand, camera around neck, we wave you a cheery Bon Voyage. Have a good time! Send us a postcard.

VII. You're Back. But we are not through yet. Remember that last stage. Reminiscing can be either delightful or painful to your friends or your classes. In this issue we begin a series on "How to Take Photos That Won't Bore Your Friends." If you expect to let others share the satisfactions of your summer travel (most of whom are green with envy) that, too, must be planned in advance.

Give Teachers a **BETTER** Deal!

THERE is a rousing Sunday School hymn that tells us, "Count your many blessings, count them one by one."

Best of all blessings on dark days are friends. In January we presented the national magazine friends of education. Now we present another list of friends — great and powerful national organizations. Their "blessings" count heavily with taxpayers. When these national organizations speak out for better teacher salaries, state legislatures and local boards pay attention.

"\$2,400 A YEAR"

National Congress of Parents and Teachers

Strongly backing the national campaign for raising teacher salaries, PTA's Board of Managers resolved: "We approve a professional standard for teachers who are four-year college graduates with full professional training: From a minimum beginning salary of \$2400 a year with annual increments the second year and each year thereafter to salaries of \$5000 to \$6000 for long experienced, efficient teachers."

"UNTIL JUSTICE IS DONE"

American Federation of Labor

Long a staunch friend of education, the AFL recently spoke out for better teacher salaries. President William Green in a special message to state and city units said: "I respectfully urge that you inaugurate forceful campaigns in your community and in your locality, independently and in close cooperation with the American Federation of Labor Teachers Local Unions where they exist, in order to lift the economic standard of teachers and to bring about the payment to teachers employed in the public schools of decent salaries. . . . Make it clear to the proper authorities who officially and legally deal with the question of the payment of salaries to teachers that the American Federation of Labor will not pause or cease its efforts until justice is done the teachers of the nation."

"A WISE INVESTMENT"

U. S. Chamber of Commerce

The days when the Chamber regarded the American teacher as overpaid and "pink" are happily over. Much credit for the change of heart must go to Thomas C. Boushall, chairman of the committee on education. Mr. Boushall sponsored the Chamber's study showing that good education is good for business.

At its 1946 meeting the C. of C. resolved:

"Business is and will continue to be an increasing beneficiary of the constant upgrading of the quality of education to develop rising skills and broadening desires at higher and higher levels.

"The Chamber of Commerce of the United States recommends to its constituent membership that in each state the necessary funds be allocated or found to provide a more adequate education for its people. This recommendation is made in the belief that the full use of such additional funds would be a wise investment."

To organization secretaries Mr. Boushall recently said:

*U.S. Chamber of Commerce
American Federation of Labor
The National Grange
American Legion
National Association of Manufacturers
American Veterans Committee
National Congress of Parents and Teachers*

"If you overlook and neglect this situation, allow the teaching profession to disintegrate into the poorest paid group of least qualified persons to educate our youth, train their minds, and develop their concepts as to the future of this nation, you have let your community and your nation down in tragedy and in shame. . . . We must put the teacher at the head of the table, and not at the foot. We must elevate our preceptors if we are to elevate those who are taught."

Mr. Boushall is also chairman of the Citizens Federal Committee of the U. S. Office of Education.

"COMPETENT MEN AND WOMEN"

National Association of Manufacturers

This organization in recent years sponsored numerous local conferences in which manufacturers and educators thrashed out common problems. At its December 4 Congress of American Industry, NAM resolved:

"The Congress of American Industry urges manufacturers everywhere to examine in their respective communities the need for improving teaching standards and supporting within the limit of community capabilities the establishment of compensation for the teaching profession that will insure the attraction of competent men and women to the profession."

"WILL LEAD THE WAY"

The American Legion

Co-ordinator of American Education Week, the Legion always marches with the teachers. At its last convention the Legion resolved:

"The reason for present exodus from the teaching profession is primarily an economic one. We recommend the consideration of legislation before the United States Congress providing for Federal participation in school support, and urge that legislation which adequately protects the schools from Federal domination and secures the continued exis-

(Continued on page 28-T)

DEBATE OF THE YEAR

Once again Congress and the whole country face the issue: Shall the people through the Federal government provide medical care for all who need it?

Under the title, "Medical Care at Public Expense," this is already the official 1946-47 high school debate issue.

President Harry S. Truman spotlighted the question in his State of the Nation address: "I urge Congress to complete the work begun last year and to enact the most important recommendation of the program—to provide adequate medical care to all who need it, not as charity but on the basis of payments made by the beneficiaries of the program."

Democrat-sponsored Wagner-Murray-Dingell bill embod-

ies this goal. Senator Taft advocates something less. Republican Gov. Earl Warren of California backs a program for his state resembling the Democratic program.

Debate teams have no monopoly on this issue. To light the fires of discussion in Social Studies and English classes we print the high points—PRO and CON—of the American Forum of the Air broadcast (Dec. 10) sponsored by *Scholastic Magazines* over the Mutual network. Spokesmen were four outstanding student debaters chosen by the National University Extension Association's Committee on Debate Materials.

For a selected list of recent writings on Medical Care, see "First Aid for Debaters," *Scholastic Teacher*, Oct. 1946, p. 8-T.

Should U. S. Government Provide Medical Care?

PRO

CHAIRMAN KENNAN: Do you think the American people are receiving adequate medical care today?

CON

PARKS: Dr. Kennan, every three minutes, on an average, somebody dies of cancer. According to our present knowledge of that disease, at least 30, and possibly 50 per cent of the people who contract cancer can be saved. Now, with that condition going on in our country today, I do not think we can say that we have met our medical needs adequately. As for the matter of facilities, in our rural areas over 1,250 counties are completely without hospitals.

PARKS (TO CABELL): There is more to a death rate than income. What about the medical incidence of cases or how often medical needs actually exist and are met?

CABELL: Here in the City of Washington, which claims to be one of the highest income areas in the world, we find the highest death rate of any area in the United States. You can take many low-income states, on the other hand, such as South Dakota, North Dakota, Oklahoma, and Kansas; of these four, three have the lowest death rates of any states in the Union.

CARSON (Interposing): You are rather assuming that because maldistribution exists in the country, under any plan of socialized medicine, you are going to be able to take the doctors from states such as New Jersey and New York and by some system of regimentation send them into the low-income states.

IS THIS REGIMENTATION OR STANDARDIZATION?

REIFF: We are not proposing regimentation for anybody. The doctors will go themselves when the economic barrier to good health is removed. The reason they do not go to those states now is because the people cannot afford to pay them for adequate medical service. But when we put money into those areas, in other words, when the Federal Government distributes the funds of the nation, then the doctors will go to those areas of their own free will.

PARKS (TO CABELL): You mentioned the fact that anybody who wanted to, could go to a hospital. It has been said, whether the milk of human-kindness flows in a trickle or full-stream, charity is not what our people want. They want to take part in this medical care program, pay for it themselves to the extent of their ability, and draw from it as they need to.

REIFF: Who said they would control the pay?

CABELL: Mr. Reiff, in my original statement I said that the Government has now provided \$375,000,000 through the Hill-Barton Bill to be used throughout the United States for the establishment of hospitals. That puts into those areas the necessary facilities without going to such a drastic proposal as you are making here.

CARSON: But Mr. Parks, here is the problem. Getting back to regimentation again, we know that who controls the purse strings controls the policy. In any instance when we find the politicians controlling the pay of the doctors, they will undoubtedly control the policy.

CABELL: This plan has been proposed in the Wagner-Murray-Dingell Bill.

ARE WE DEBATING THE WAGNER-MURRAY-DINGELL BILL OR WHAT?

REIFF: The Wagner-Murray-Dingell Bill may have some merits, but it is not what we are debating. That is an extension of Social Security. We are talking about a complete system of government medicine.

PARKS: The Wagner-Murray-Dingell Bill makes the same sort of mistakes we made in medicine before. It tries to evaluate in terms of money how much sickness costs. It turns out to be a value which nobody can pay.

REIFF: You two are talking about socialization of medicine and socialized action as if they were something new and foreign to this country. We already have socialized medicine to a very large degree in this country.

CARSON: Then you are extending the Wagner-Murray-Dingell Bill to make it worse than it is in the present form, by a greater extension of socialization, instead of holding back socialization.

CABELL: Who brought it (socialized medicine) up? It was brought up when the Wagner-Murray-Dingell Bill was proposed in Congress, and that is the only yardstick which we have at the present time to indicate what socialized medicine would be like. We do not believe any program of socialized medicine as proposed or as advocated in the Wagner-Murray-Dingell Bill is anything but regimentation of the medical profession.

CHAIRMAN KENNAN: NOW FOR SUMMATION OF THE ARGUMENTS

PARKS: I do not see why, if this job is to be done, it cannot be done better all in one job, all by one agency, all by the American people acting as a group together. I am interested in the negative's firm belief that Uncle Sam should shell out money to the states right and left and retain absolutely no control of that money. I fail to see why the American people should as a group give up their money to a small group of themselves.

Now for the present system, the status quo, we find that the negative has not attempted at all to show that the present plan, or any change in the present plan short of government medicine, will eliminate the financial barrier to medical care, although they have attempted to show that economic barriers do not exist. They have been unable to show that there is not a geographic barrier to medical care.

As for our medical system producing the highest health standard, we say that merely because it is the highest, it is nothing to be satisfied with. Where disease is rampant as it is now in our country, most certainly "highest" is not enough. Rather, we must provide for everyone, regardless of locality, race, or financial status, medical care — medical care when he needs it.

CABELL: We of the negative have pointed out this evening in this discussion that socialized medicine is not practical and is definitely not necessary in our society.

We also find that it is undesirable because of the regimentation and loss of individualism it imposes. By giving to each individual his rights of life, liberty, and the possession of property, he retains free choice of selecting with his own conscience and mind those things which he believes are necessary.

Who can say that regimentation brought about by socialized medicine would not cost the American people millions and billions of dollars as it has cost the people of other nations?

The affirmative states that medical costs have risen in the last few years. Yes, medical costs have risen, but why have they risen? Because we have greater opportunities for medical care. We have hospitalization, nursing, anesthetics, radium, serum, vaccines, biochemical laboratories, cardiac and diathermic and metabolism machines, which give to the people of the United States a higher degree of health, and a better standard of living. All of them were developed under privately controlled medicine.



Robert Carson

George Cabell IV

Richard B. Kennan

Gordon Parks

Lee Reiff

Negative (left) and affirmative (right) high school student teams flank chairman for American Forum of the Air broadcast on "Should U. S. Government Provide Complete Medical Care?" Dr. Kennan is on the NEA staff.

FEBRUARY 17, 1947



Make World Friends by Mail

YOU are a little weary of noble words — "international friendship" . . . "good neighbor" . . . "one world." It isn't that you don't believe in "international friendship." You would prefer action to words.

Your students also believe in world friendship. The question is: How can you make it as real as a handshake, as tangible as a stamped letter?

Scholastic Teacher now brings you the names of organizations that can help you translate "international friendship" into real people — people who write letters. Our thumbnail descriptions below should help you select the organization most helpful to you. Air mail now at reduced rates helps speed up international letter exchange.

A Few Pointers

In applying to organizations for names here are a few pointers:

List student's age, grade, sex, and main interests or hobbies. Most agencies provide order blanks for this information.

You will get quicker service if you enclose a stamped, self-addressed envelope with your inquiry.

Now, about the letters you send:

Remember that letter represents America to foreign readers. If you describe something unique, make clear that it is not typical of all U. S.

Pen-friends want to learn about school activities in your community. They in turn will be pleased to answer questions about themselves.

Should you try to use the language of the addressed? This is not necessary.

Write clearly, and avoid slang. It will probably be unintelligible to the new student of English — and difficult for his teacher to translate!

Younger students should limit their correspondence to English-speaking countries, such as Canada, England, Scotland, Australia.

Channels for Starting New Correspondence

INTERNATIONAL FRIENDSHIP LEAGUE (41 Mt. Vernon St., Beacon Hill, Boston, Mass.) Collects names, ages, addresses, occupations of parents, special hobbies of students in many countries. American students pay a life membership fee of 50 cents. Registration card must be signed by a teacher or other qualified adult. The League matches ages and special interests; sends from three to six names to

Editor's Note: A second article telling about channels by which schools may help fellow students and teachers living in devastated areas will appear in the March 17 issue of *Scholastic Teacher*.

These agencies will introduce you and your students to foreigners who wish to become friends

each member. Write to Miss Edna MacDonough, *Executive Secretary*.

THE CARAVAN OF EAST AND WEST (132 E. 65th St., New York 21, N. Y.) A world-wide correspondence club with 1350 chapters in 36 countries. It encourages exchange of correspondence, tokens and periodicals. Your inquiry will bring literature and a membership blank, together with two or three names of pen-pals. Membership costs \$1 annually. Members receive the quarterly magazine. Write to N. A. Sohrab, *Director*.

INTERNATIONAL STUDENTS SOCIETY (Hillsboro, Ore.) Supplies correspondents in English, French, Spanish, Italian, Portuguese, and other languages for high school and college students and teachers. Also supplies addresses of needy children in Europe. Fee is 10 cents each address, minimum order is five addresses. Do not enroll students under seventh grade. Send for order form (with stamped reply envelope) to N. H. Crowell, *President*.

INTER-SCHOLASTIC CORRESPONDENCE DEPT., STUDENT FORUM ON INTERNATIONAL RELATIONS (c/o International Center, 68 Post St., San Francisco 4, Calif.) Reports many requests for American names from European countries. Names for Southern Hemisphere countries should be sent between March and October. Fee is 10 cents per name. If no letter arrives after three months, a new name will be sent again, free of charge. Write to Mrs. Alice Wilson, *Director*.

STUDENT LETTER EXCHANGE (Waseca, Minn.) The manager writes, "Our organization has grown to such an extent that I have resigned from the faculty of Waseca High School and am devoting my time to it." Has names on file for many nations. Fee is 10 cents per name. Write to R. C. Mishek, *General Manager*.

DIVISION OF INTERNATIONAL EDUCATIONAL RELATIONS (U. S. Office of Education, Washington 25, D. C.) Working with the State Dept., this Division attempts to handle correspondence between individual students, teachers, classes, and schools. "We make no effort to enroll. Those interested are asked to write to us and we make every

effort to find suitable correspondents from the many foreign requests we receive." State Dept. may soon channel requests from German students and teachers through this office. Those from organized groups will go to the Youth Division, National Social Welfare Assembly. Write to Miss Dorothy M. Kirby.

INTERNATIONAL LETTER EXCHANGE, PAN-AMERICAN WORLD AIRWAYS SYSTEM. (135 E. 42nd St., New York 17, N. Y.) The Educational Service Dept. has just announced that it "will endeavor, through offices of the line in other countries, to arrange for school classes in this country to correspond with classes in other countries served by Pan American Airways." Letters may be in English or in language of selected country. Only fee is postage for forwarding to specified country. For list of countries and new postage rates, write *George Gardner, Educational Director.*

AMERICAN JUNIOR RED CROSS. (National Headquarters, 17th & D Sts., N. W., Washington 13, D. C.) Group correspondence plan through letter-booklets. Any Junior Red Cross group, fourth grade through senior high school, may correspond with similar groups in any other country where Junior Red Cross societies exist. Get in touch with the local Junior Red Cross chairman and have him check the desired list of countries for availability. For instructions on making letter-booklets see "School Correspondence" (ARC 621), obtainable through local chapters. National headquarters will send letter-booklet to the Red Cross society in a selected country. There it will be translated and sent to a suitable school for exchange. For membership in Junior Red Cross, secondary schools pay \$1 for group of 100 or less; elementary schools, 50 cents per classroom. Write to *Mrs. Alice Thornton, Assistant Director.*

SCRAPBOOK EXCHANGE. "BOOKS ACROSS THE SEA" SOCIETY. (11th Floor, 62 W. 45th St., New York 19, N. Y.) This group project goes beyond correspondence. As soon as class decides to make a scrapbook, it should write a letter addressed "Dear New Friends." In it the students should explain that they are planning the book and should introduce themselves. This will help the Society to find the best opposite-number group, and will also provide immediate contact. Only fee is transatlantic postage for the book. Write to *Miss Charlotte Seymour Day, Secretary.*

NEWSPAPER SPONSORS OF INTERNATIONAL CORRESPONDENCE. *The Christian Science Monitor* has an international department in its junior columns. Its *Mail Bag* encourages correspondence among young people. Write to *Miss Ethel C. Ince, Editor, Junior Dept., The Christian Science Monitor, 1 Norway St., Boston 15, Mass.* *The Cleveland Press World Friends' Club* is for young people in the circulation area of *The Cleveland Press*, Ohio. Students living in that area ONLY should write to *Mrs. Margaret G. Johnson, Director.*

EUROPEAN ORGANIZATIONS DESIRING CORRESPONDENCE. At press-time a letter arrived from the *World Friendship Association* in London, asking for names and addresses of American pen-friends for English members. Write to *Anthony G. Kemp, Pen-friend Dept., World Friendship Association, 29 Portman Square, London W. 1, England.* Also, *My Friend Abroad* in Stockholm, Sweden, continues its interest in obtaining American pen-pals for many Swedish boys and girls. Write to *Karl Gunnar Knutsson, secretary, My Friend Abroad, 27 B Lastmakaregatan, Stockholm, Sweden.*



Photos That Won't Bore Your Friends (I)

Everyone has been exposed to the photography bore. His snapshots mean nothing to anyone but him. The picture of Ella with the Old Man of the Mountain leering over her shoulder is interesting chiefly to Ella. And it may be interesting to the Old

Man of the Mountain. But it just bores you.

The sad thing about the photography bore is that he does not have to be boring. Even if he is not technically perfect as a photographer, his pictures can be interesting. Imagination can produce a snapshot that will produce a positive reaction. And a positive reaction is the exact opposite of boredom.

Here is an excellent example of fusing subject and background. The two girls gazing into Yosemite Valley add color and life to a scenic shot. Their presence accentuates the depth of the valley. They have their backs turned thus helping to focus attention on the real subject—the dramatic valley. This is much better than to have them squinting into the camera. To do this would set up two centers of attention and destroy the unity of effect.

Photos like this must be taken with a small stop—f22 perhaps—to keep foreground and distance sharp.

Photographs mean something to the person who takes them even if they are dull and uninteresting. But they will mean even more if they display imagination.

Marks of an Ideal Teacher

"WHAT is your ideal teacher? Name the qualities, characteristics and abilities you think an ideal teacher should have." This question was asked of students in "Jam Session," a regular feature of *Scholastic Magazines* devoted to the expression of opinion by students. More than 1700 replies were received. Listed below, but not in order, are the leading qualifications listed by the students. Can you put them in order of popularity? Put the number one by the statement you think was first choice for the ideal teacher, number two by second choice and so on up to nine.

- _____ Knowledge of subject
- _____ Fair and impartial
- _____ Cheerful and smiling
- _____ Firm in discipline
- _____ Sense of humor
- _____ Neat and attractively dressed
- _____ Friendly in and out of class
- _____ Understands and likes children
- _____ Reasonable in regard to homework

Ideal Teacher Quiz answers: (1) Sense of humor; (2) Fair and impartial; (3) Friendly in and out of class; (4) Neat and attractively dressed; (5) Cheerful and smiling; (6) Knowledge of subject; (7) Firm in discipline; (8) Reasonable in regard to homework; (9) Understands and likes children.



GLACIERS



AGRICULTURE



DESERTS



CITIES

To Help Teachers and Pupils

*New Teaching Aids Designed to
Help Introduce Modern Problems*

IN SOCIAL studies, the sciences and arts—from elementary grades to college—teachers are confronted with new problems in a world of rapid change brought about largely through air transportation. Teachers, alert to these problems, require new tools—new teaching aids.

Through Air-Age Education Research, every teacher now can have the advice and educational backing of outstanding engineers, scientists, economists and sociologists in aviation and air transportation. It is our job to help teachers learn and teach the things related to the air age which they deem essential to their classes—air age geography, aviation science, community development in the air age, meteorology, the meaning of time, political and economic problems, international relations, and many other related matters.

TO ASSIST TEACHERS IN THIS VITAL WORK, WE OFFER . . . Motion pictures, film strips, textbooks and textbooklets, maps, globes, charts and pictures . . . all at prices as low as production and shipping costs permit. Use the coupon at the right to send for our free catalog of materials and services.

Also available, without charge to teachers and school administrators, is the periodical, "Air Age Education News."

New, Interest-Getting Air-Age Motion Picture "Geography from the Air"

This unique film, created from footage taken by the Army's Air Transport Command, provides teachers with interesting, informative material for instruction in global geography. Scenes from all over the world illustrate outstanding

geographic elements. This is not a travelogue; it is designed specifically for school use in conjunction with established courses of study. This one-reel, 16mm. film, with sound, available for \$40.

Informative Air-Age Film Strip "Community Development"

This 45-frame slide-film strip is designed to illustrate the growth and development of communities—in clear, interesting pictures. Aerial photographs demon-

strate the effects of such factors as geographical location and natural resources. Valuable in many courses of study. Price, \$2.

*Pictures in panel at left are from motion picture,
"Geography from the Air"*

Air-Age Education Research

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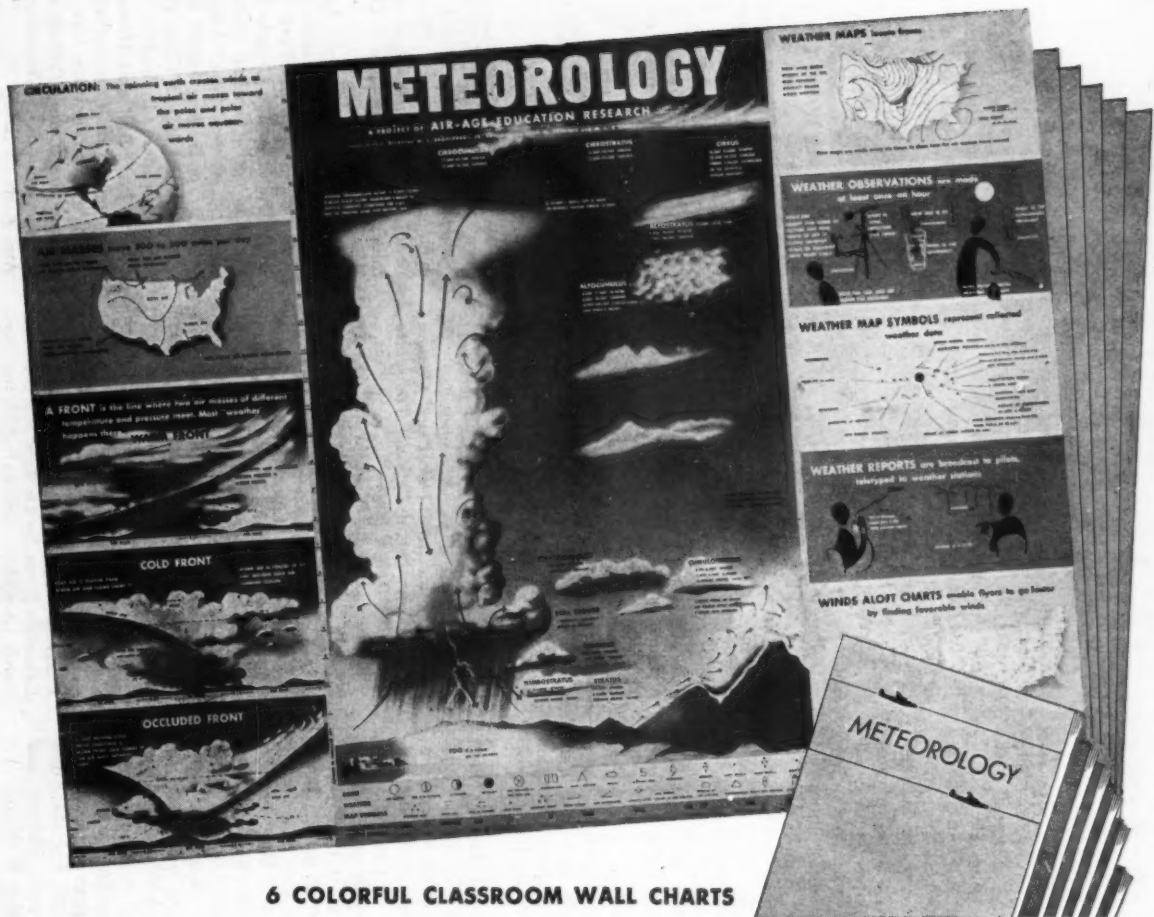
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Guides to Teaching Aids

Britannica Junior issues Transportation, a teachers guide, junior levels.

Free are: *Railway Literature* (graded and annotated), *Motion Pictures Owned by or Relating to the American Railroads*, *Maps Showing Railway Lines* (Association of American Railroads, Transportation Bldg., Washington, D. C.)

For air, United Air Lines offers *A Working Bibliography of Aviation Publications for Junior and Senior High Schools* and a Directory of Free and Inexpensive Aviation Education Materials (all lines). *Free Aviation Education Materials* from American Airlines, Inc., lists many teaching aids.

Records and Recordings

To give a class an emotional lift, play *The Lonesome Train* (Decca) which weaves railroad history with the Lincoln legend. Nine 10-minute recordings (33½ rpm.) on air transportation may be borrowed free from the FREC, U. S. Office of Education, Washington, D. C.

Maps, Charts, Pictures, Posters, Globes

Greyhound offers an 8-foot full color wall display depicting Famous Highwayways of This Amazing America with accompanying lesson materials.

Impressive are the Air-Age Education Research 42 x 50-inch color maps of world air routes, and charts explaining aviation; many large color pictures; and a 12-inch air globe. United Air Lines offers an airlines chart. Also a picture history of mail transportation.

Railroad transportation in 57 pictures (8½ x 11) comes with a booklet and teachers guide from the Assn. of Am. Railroads, Junior high level. Also, list of maps showing railway lines.

Your local Coca Cola bottling company has transportation color pictures.

Books on Transportation

Railroads: Three top picture books are: *Giants of the Rails* by S. Kip Farrington (in color), *High Iron* by Lucius Beebe and *Streamliner* by Ruby Bradford Murphy.

Legends and railroad history bulk large in *Cavalcade of the Rails*, Frank P. Morse, and *Railroad Avenue*, Freeman H. Hubbard. The motion-picture popularized *The Harvey Girls* (25 cent paper back). *Headlights and Makers and Railroad in Literature* by Frank P. Donovan, Jr., are railroad stories. James Marshall writes *Santa Fe*.

Sea Literature: You'll find readable yarns in Conrad, Melville, Kipling (*Captains Courageous*), Jack London, Dana, and C. S. Forester (*Captain Hornblower*). For the engine room view see William McFee's *Spentore* stories. Teenagers like the Howard Pease, merchant marine yarns, *The Jinx Ship* and *Secret Cargo* (The latter appeared in *World Week*, Feb.-April, 1946). See also *Some Follow the Sea*, Gregor Felsen, and *Tugboat Annie*, Norman R. Rain.

Blue Highway by Laura B. Hadock is modern travel in pictures plus text. Masfield is famous for sea poetry: *Cargoes*, *Sea Fever*, and *Dauber*.

Air: Air age literature includes Anne Lindbergh's *Listen, the Wind and North to the Orient*; and books by St. Exupery. Anthologies offer: *Flying High*, Rose N. Cohen; *Happy Landings*, Herzberg; Paine, Works; *This Winged World*, T. Collison; *Wings for You*, E. A. Collison. Biography: *The Wright Brothers* (F. C. Kelly); *Soaring Wings* (Earhart); *Story of the Winged* (Sikorsky).

Pamphlets and Folders

For student use there is *Building America's pictorial Transportation* and two issues on *Aviation*. For advanced students: *The Future of Transportation*, National Resources Board; *Transportation for American Needs*, Assn. of Amer. Railroads.

Railroads: See *The Railroad*, brand new 36-page, colorful, Scholastic-size booklet especially prepared for high school use. Free from Santa Fe with a teacher's guide. Four excellent Am. Assn. of R.R. pamphlets are: *Railroads at Work* (many pictures), *Quiz on Railroads and Railroad*, *By Rail*, a reprint from *Travel and Camera*; and *Development of Railroad Transportation in the United States*.

Aviation: Pan American World Airways presents *A World of Neighbors*, with stunning color; *The Pacific-Alaska Flying Clipper*; *The Flying Clipper in Southern America*. United Air Lines offers four-page folders on *Parts of the Fuselage*, *Our New Age of Flight*, *Your Future in the Age of Flight*.

Older students can find meat in *Freedom of the Air* (Public Affairs Pamphlets); *Skysways of Tomorrow* (Headline Series); *National Policy for Aviation* (National Policy Association).

Aviation publishes two periodicals for school use: *Classroom Clipper* by Pan American World Airways, and *Air-Age Education News*, by Air-Age Education Research (American Airlines). Both are free.

Motion Pictures

For railroads alone the free Am. Assn. of R.R. list runs to 26 pages. *United Air Lines' Directory of Free Materials* cites films and slide films by four major airlines and other agencies.

General: Encyclopedia Britannica Films offers *Development of Transportation and Arteries of the City*, *Roads South* (State Department) depicts South America's varied travel modes. *Our Shrinking World* (Young America Film Division) shows how transportation does the shrinking. General Electric reports how transportation is the *Life Stream of the City*.

Motor: *Singing Wheels* (Auto Mfg. Assn.) and *While the City Sleeps* (Ford) deal with commercial auto use. *Road of Tomorrow* (Esso Marketers) introduces the famous Pennsylvania Turnpike. Bus travel pleasures appear in *This Amazing America* (Greyhound).

Airplane: *Wings to Ireland* (Pan American World Airways) combines travel lures and trans-Atlantic air transport scenes. For an overview use *Airplane Changes Our World Map* (Encyclopedia Britannica Films). United Air Lines tells the coast-to-coast airlines development story in *Of Men and Wings*.

Railroads: We simply list some of the best: *Railroadin'* (General Electric); *A Great Railroad at Work* (New York and New Haven); *Diesels-Working on the Railroad* (General Motors); three splendid New York Central films, *Freight Yards*, *The Steam Locomotive*, *The Railroad Signal*; *Clear Track Ahead* (Pennsylvania Railroad); *Conquest* (Santa Fe). Bell and Howell also has a film on *Steam Locomotive*.

For an overview see *Life Line of the Nation*, *Big Trains Rolling* (good with younger pupils), *Classroom Quiz* by Am. Assn. of R.R.

By Bianco Esch

Principal, Clark Elementary School
Louisville, Kentucky

MEXICO BY NEA TOUR



A TRIP to Mexico is as easy and comfortable as going from state to state. Yet the moment you cross the border, you are in a foreign country — new races, new languages, new customs, and a new rhythm of living.

Our plans were completed early in the spring when NEA advertised two all-expense, conducted tours to Mexico, inaugurating its travel program. We chose the July tour. Our group met in Austin, Texas.

After a two-day pre-travel session on the University of Texas Campus, we felt well prepared. Early on Wednesday morning we left in the two buses which were to take us 785 miles to Mexico City.

We reached Laredo, Texas, by evening. Our next night stop was at Monterrey, where we acquired a nodding acquaintance with this interesting picturesque city from romantic horse-drawn carriages. We visited the city again on our return trip.

The next day's drive brought us to Valles. After another day's drive over a winding road, through high mountains with breath-taking curves but marvelous scenery, we arrived in Mexico City for a two weeks' stay. All-day trips took us to many interesting places: we went to Cuernavaca, a charming old place in a beautiful setting of mountains, with an ideally even climate, the ancient pyramids of Teotihuacan, and we saw picturesque, colonial Taxco. Taxco is the art center of Mexico, noted for its silver. We saw Toluca on market day. Its Friday market covers several blocks. There are separate sections for serapes, pot-

tery, toys, baskets, silver, clothes, and food. On the way to Puebla, "the royal seal of the old Spanish empire," we drank in glorious, never-to-be-forgotten views of snow-capped Popocatepetl and Ixtaccihuatl or the "Sleeping Lady," affectionately referred to by our native guide as "Popo" and his "Girl Friend."

Entertained by Mexican Teachers

We saw the Mexicans at home in their adobe and thatched huts, at work with their crude implements in the fields, washing their clothes and their families in the streams and irrigation basins, carrying their heavy loads, bargaining or exchanging their wares in the local markets, worshipping in their centuries-old cathedrals — as well as attending the symphony concerts and opera in their beautiful white marble Palace of Fine Arts in Mexico City.

Mexico is indeed a land of infinite variety — in scenery, climate, people, architecture, folk-art, costumes, customs — the list is endless.

We visited schools of various types, elementary, or primary, as they call them, secondary, commercial, polytechnic, the University, etc. We witnessed a beautiful Fiesta, presented by the summer students of the American University. Mexican teachers entertained us with a reception and program at the Biblioteca Benjamin Franklin, a library established and supported by the United States, and a luncheon at the Latin American Club.

Mexico City teachers and the NEA visitors held a most interesting conference. The large group broke up into smaller groups to discuss these themes: (1) Means of effecting greater interchange and association of Mexican and U. S. teachers; (2) types of materials and information which might profitably be exchanged between teachers and students of the two countries and selection of practical means of operating such exchange; (3) review of problems in the teaching of Spanish and English as second languages; (4) formulation of a means of action to enable the teachers of the world to contribute to understanding and peace among nations.

Association with the 90 members of the NEA group was very inspirational. We had representatives from 30 states. Our pictures appeared in the newspapers with articles about our activities. When we visited the Xochimilco, floating flower gardens, "NEA Tour," in flowers, decorated the entrance arch of each boat. Needless to say at the bull fight we created quite a bit of interest, too. Each of us felt that a visit to a bull fight was a necessary part of a trip to Mexico — but most of the party left after two or three bulls had been killed!

Paul Kinsel, director, NEA Travel Service, nominates this report by Miss Esch as one of the best accounts of the 1946 Mexico tour. We thank the Kentucky School Journal for permission to reprint. NEA will expand its travel program in 1947, writes Mr. Kinsel. For details see future issues of Scholastic Teacher.—Editor

What's New in Encyclopedias

The Editors Never Let the Master Mind Guides to Knowledge Grow Old (Part II)

A NUMBER of distinguished writers recently named the three books they would most like to read. Norman Corwin listed among his three choices *The Encyclopaedia Britannica* — "all the way through."

Should Mr. Corwin realize his ambition, he would become the fourth person to read all the way through the giant encyclopedia. Three readers have accomplished that feat! Today the reader who is ambitious to make this intellectual trek may choose among many encyclopedias.

The Encyclopaedia Britannica, older than U. S. A. itself, reflects the policy of continuous revision which in recent years has replaced the old plan of publishing 20-year editions.

As editor of the 24-volumed encyclopedia, Walter Yust supervises 8,000 pages of revision annually. He is assisted by a staff of fellows at the University of Chicago, to which *Britannica* was given by Sears, Roebuck and Co. in 1943. These readers report on necessary changes for the various fields. The editor then assigns the work of revision to a staff of 3,800 authorities from all parts of the world.

Contributing to timeliness is the *Book of the Year*, first published as part of the *Britannica* "package" in 1938. An annual march of events, it averages about 850 pages and includes a cumulative index. Other offspring of *Britannica* are *World*

Atlas and *Britannica Junior* (see Jan. *Scholastic Teacher*).

In expanding *Britannica* publications the staff has the cooperation of Robert M. Hutchins, Chancellor, University of Chicago. Among plans is a 62-volume series of *The Great Books*, edited by Mr. Hutchins and proposed as a basic curriculum for American schools. *Encyclopaedia Britannica Films* for the classroom are designed "to help teachers to teach."

The Encyclopedia Americana also has a program of keeping its text under constant editorial review for necessary changes and additions. One of its editors reports that during the past two years there have been 1,318 new articles, covering fields of interest ranging from atomic energy to taxes.

Recognizing the importance of visual education, the editors give attention to illustrations. Diagrams, charts, and drawings made specially for this encyclopedia supplement the photographs and color plates. The 30th volume is *The Readers Guide*, a subject index valuable for those wishing to pursue a particular course of study. Also helpful is the table of contents introducing articles on larger countries.

Special features include stories of the centuries, glossaries of scientific and technical terms, digests of masterpieces of world literature.

The 1947 Americana Annual will be published next month as the 25th year book of the series. This illustrated summary of events, discoveries, and developments in all fields for the past year contains about 800 pages and a cumulative alphabetical index to previous volumes.

Now in the hands of Funk & Wagnalls is *The New International Encyclopedia*, formerly published by Dodd, Mead. Its publishers report no immediate plans for the text revision, but they will continue production of annual supplements.

The New International Year Book is scheduled for publication in April. It will serve both as a supplement to the

encyclopedia and as a record of progress and events. Students will continue to find this annual useful for biographical references.

Hailed as "a notable event in the history of American scholarship" when it appeared in complete form a decade ago, *Encyclopaedia of the Social Sciences* continues to be a valuable reference book. Originally published in 15 volumes, it is now available in an eight-volume edition. Ten leading American societies and hundreds of distinguished scholars cooperated to produce this work. All the social sciences are covered — the purely social sciences (politics, economics, history, law, anthropology, penology, sociology, social work); the semi-social sciences (ethics, education, philosophy, psychology); and the sciences with social implication (biology, medicine, geography, linguistics, art). Discussion within the respective topics relates each science to all the others.

At least two single-volume reference works deserve attention. Recommended by the Subscription Books Bulletin of the American Library Association as "containing more information than can be found in many 10-volume encyclopedias" is *The Lincoln Library of Essential Information*. During the past summer the 1946 edition came off the press thoroughly revised and brought up to date. The Frontier Press announces that this sixteenth large edition is available in a two-volume set as well as in the usual single volume.

It groups related subjects in 12 main departments: English language, literature, history, geography and travel, science, mathematics, economics and useful arts, government and politics, fine arts, education, biography, miscellany. Woven into the pattern are 66 dictionaries of topics, 330 factual tabulations. Alphabetic arrangements within departments and sections, as well as a complete index, makes for quick reference.

A new postwar supplement has recently been published for *Columbia Encyclopedia*, which is compiled and edited at Columbia University. First supplement published since 1942, it brings up to date information on events from the spring of 1935 to March, 1946. The supplement is included in the eighteenth printing of the one-volume encyclopedia. It may also be ordered as a separate book. Its publishers indicate that work has already started on a three-year program of a complete revision of the encyclopedia.

This is the second in a series. Part I (Jan. 13 *Scholastic Teacher*) reported what's new in encyclopedias for young people.—Editor

Britannica Reader to His Love

By Maggie

As And to Aus, and Aus to Bis,
As Hus to Ita, and Ita to Kys;
As Pay to Pol, and Pol to Ree;
Ah, that is how you are to me!

As Bis to Cal, and Cal to Cha;
As Edw to Eva, and Eva to Fra;
As Ref to Sha, and Sha to Shu;
That is, I hope, how I'm to you.

—F.P.A., Information Please Almanac



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Sight and Sound

Care and Feeding of Film Projectors

By W. C. Adrian
Association Films

Part I: Advice on How to Be Master of the Machine in the Classroom

HOW do you get along with a film projector? Do you walk up to a projector with confidence? Or does it give you a small case of jitters? Do you abuse your projector and "beat it when it sneezes"? Can you cajole it into action?

For advice on how to cope with a moody projector, we bring you the first of three short articles. Part II will be on "Seating," Part III on "Trouble Shooting."

The author gathered up the collected experience of Associated Films (formerly Y.M.C.A. Motion Picture Bureau). Apply his suggestions, and make the projector your humble and obedient servant — *Editor*.

1. Be prepared: Check to see that needed spare parts and tools are on hand to meet unforeseen emergencies. These include: 400, 800, 1200, and 1600-foot take-up reels, projection and exciter lamps, power circuit and amplifier fuses, belts, oil can, camel's hair brush, lens tissue, soft lintless cloth, flashlight, screw driver, and extra power extension cords.

2. Check power outlets: Verify type of electrical power available. Projectors, unless specially wired, operate on 110 volt Alternating Current. If the projection room is equipped with Direct Current, a converter must be used. Where 220-volt Alternating Current is available, a transformer which will step the power down to 110 volts is essential. Make sure that the projector and room lights operate on separate circuits.

3. Mount projector: Place projector on a solid stand at approximate distance where the picture image will fill the screen. Consult screen projection tables to determine this distance; if the screen is 52 inches by 72 inches and a standard 2-inch projection lens is used, the projector should be set up 30 feet from the screen. The stand should be at least 42 inches high. This will enable pro-

jection over the heads of the audience.

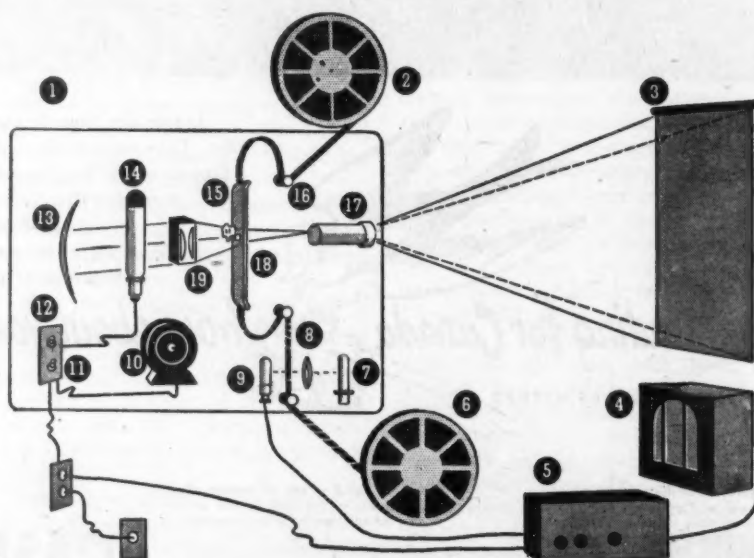
4. Plug in extension cord: Plug extension cord into electric outlet, but do not attach it to the projector. Make certain that the cord is of sufficient length to reach the projector.

5. Set up speaker: Place the speaker at ear level of the audience on a stand near the screen. Never place it on the floor or against a wall, or a distortion of sound will be evident. Take out speaker cord, connect proper plug to speaker, and close speaker case. If speaker case has an open back, cover it with a coat or small rug. Now unwind the speaker cord and distribute it along the walls so it will not be stepped on. Carry it to the projector stand, make two turns around the legs and plug it into the projector.

6. Assemble reel arms (2.6): Assemble reel arms and put on drive belts.

7. Connect power cord to projector: Wrap the projector end of the extension cord two turns around one of the legs of the stand before plugging it into the projector. A rug thrown over the power cord at the point of transit is another precautionary measure. If a Direct Current is used, make sure that the power cords are properly assembled. Converters now in use do not supply sufficient Alternating Current to operate the total projector. Some projectors are wired so that Direct Current will operate the motor and projector lamp, and Alternating Current from the converter will supply power for the amplifier. In other models, Direct Current supplies the lamp and Alternating Current supplies the motor and amplifier. In any case *AL*

(Continued on page 22)



Meet Your Projector (numbers indicate the various units): 1, case; 2, feed reel; 3, screen; 4, loud speaker; 5, amplifier; 6, take up reel; 7, exciter lamp; 8, sound optical system; 9, photo cell; 10, motor; 11, projection switch; 12, projection lamp switch; 13, reflector; 14, projection lamp; 15, shuttle; 16, sprocket wheel; 17, lens; 18, film gate; 19, condenser lens of the projector.

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THE TEST COURSE was conducted over an 8-week period at the Herron Hill Junior High School, using simple items available in every home—such as flexible wire, paper clips, small boxes, coat hangers, beads, felt, colored cords and safety pins.

● Designs were just drawn on cardboard, either by tracing or free hand. PLASTIC WOOD was then added in thin layers as the modeling progressed. In fashioning the belt the following steps were taken. First, the design was drawn on a cardboard milk bottle top or a similar piece of cardboard; second, PLASTIC WOOD was applied in a thin layer to the underneath or backside of the disc; third, PLASTIC WOOD was modeled in a thin layer around the design; and fourth, the design itself was modeled in relief with PLASTIC WOOD.

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Care and Feeding of Film Projectors

(Continued from page 20)

ternating Current must go to the amplifier. If by accident Direct Current is plugged into the amplifier, the projector will start to smoke. Pull the power cord at once or the amplifier will be seriously damaged.

8. Turn on amplifier switch: Throw the amplifier switch on "ON" position, turn up volume control, and allow amplifier (5) to warm up. In a few seconds the speaker should emit a loud hum. If it does, the projector is properly assembled. Now turn the amplifier off.

9. Turn on projection switch: Snap on projection switch (11) and then projection lamp (12). Adjust the tilt mechanism so that the image centers on the screen. Now focus the white light rectangle image sharply. The projector may need to be moved closer to or farther away from the screen to secure an image which nearly fills the screen.

10. Clean and oil the projector: The film gate (18) and the sprocket wheels (16) should be examined. If dirt or film emulsion is in evidence, this foreign substance should be removed with a soft lintless cloth. The film aperture should be cleaned with a camel's hair brush, and the lenses (17, 19) should be cleaned with lens tissue. These preliminaries will assure a sharp and clear picture image, and they will protect the film from unnecessary scratches. Oiling is essential to good operation but it should be executed according to a schedule outlined in the manual which accompanies every projector. Over-oiling can ruin a good machine.

11. Thread the film: Threading procedures are essentially the same in all projectors, yet they vary in detail. It is wise to check the threading diagram in the projector case. Make sure that the film loops are of proper size, inasmuch as many projection difficulties stem from improper film loops. After threading has been completed, check to see that the film is in the channel back of the film gate, and that the film sprocket shoes are in closed position. If the projector is equipped with a manual film advance knob, turn this knob a few times to see that the film advances easily.

12. Test projection: Snap on the amplifier switch, and after the amplifier has warmed up, throw the projection switch and then the projection lamp switch. The projection and lamp switches should never be thrown at the same time, because this operation cre-

ates a power overload which may blow the circuit fuse. Now focus the image critically on the screen and lock the lens in position. If both black and white and color film are used in the same program, the focus may need to be altered slightly. Volume and tone should be adjusted by stepping away from the projector. Now with the machine in operation, test room acoustics. Test speaker in different room locations to obtain the best sound. In some rooms, the best location may be found at the back of the room. After the speaker has been placed, turn off the machine, rewind the film, and re-thread.

13. Darken room: Darkening a room is a daytime projection consideration. Color film should always be projected in a well darkened room. Keeping extraneous light from striking the screen is the secret of good projection. If a room cannot be darkened, a fairly good image can be secured by placing the screen in such a position that direct light rays do not hit the screen. A shadow box or a blanket draped over the screen in such a manner as to cut off direct light rays is one solution. Opaque roller shades, heavy pull drapes, or opaque sheets of paper which can be tacked over window panes are techniques most often used.

Provide for adequate room ventilation.

14. Show the film: When the cue for showing has been received, snap on the amplifier switch. As soon as the amplifier has warmed up, signal "lights out" and throw the projector switch. The lamp (12) should be thrown as the film title enters the film gate. This can be ascertained when the introductory music comes up, or by previous cues secured during the testing operation. As the film runs through the machine, it should be inspected occasionally for possible damage. Allow the film to run freely between the thumb and index fingers as it comes from the projector. Appearance of tears or sprocket teeth perforations on the film are a signal to stop the machine and re-thread. Watch the tension on the take-up reel, and never leave the projector while it is in operation. When the end title appears on the screen, switch off the projection lamp and turn the volume control to "low" position. Shut off the projector as the end of the film comes from the projector.

15. Rewind the film: Consult the threading diagram in the projector case to ascertain method of rewinding. Never rewind during a program unless a re-showing is desired. Films secured from film libraries should not be rewound.

Speech Teachers Meet

MORE than eleven hundred teachers of Speech gathered together at the Sherman Hotel in Chicago during the holidays for the largest meeting of its kind. There were sessions on High School Dramatics, Interpretation, Public Speaking, Speech Correction, Radio, Debate and Discussion, and Forensics. On many of the programs Chicago area high school students took part in demonstrations.

The 1947-48 National High School debate topics were selected by the Committee on Debate Materials and Interstate Cooperation of the National University Extension Association meeting with high school debate directors. The three topics to be voted on by schools deal with Labor, World Government, and the Admission of a 49th State to the Union (Hawaii).

Meeting places for the convention for the next two years were announced — Salt Lake City in 1947; Washington, D. C. in 1948; a 1949 innovation hinted. Objections to the holiday meeting time led to the decision to try another time in 1949. Tentative choices: Latter part of August, the first of September, or in the early Spring. Why not write your opinion to Prof. Loren Reid, Secretary, Speech Association of America, University of Missouri, Columbia, Mo.

Officers for 1947 are: President, Magdalene E. Kramer, Teacher's College, Columbia University; vice-president (to succeed to the presidency), Rupert L. Cortright, Wayne University; executive secretary, Loren D. Reid, University of Missouri; executive vice-president, W. Hayes Yeager, Ohio State University; second vice-president, E. Turner Stump, Kent State University, Kent, Ohio. Members of the executive council: H. Harlan Bloomer, University of Michigan; Lionel G. Crocker, Denison University, Granville, Ohio; Dallas C. Dickey, Louisiana State University; Franklin H. Knowler, Ohio State University.—ARTHUR SECORD.

FOR YOU—Filmstrips

Popular Science Publishing Co. is preparing two new series of Teach-O-Filmstrips for high-school use: one, on General Science, for junior high schools; the other, on World History, for senior high schools. The filmstrips will come in series of six, 40 frames each, black and white. There are also Teach-O-Filmstrips for classes in language arts and English literature. Write for catalogue: Audio-Visual Div. Popular Science Publishing Co., N. Y. C.



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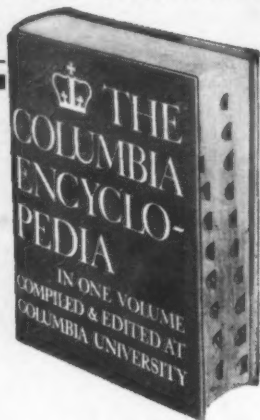


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New Films

English teachers will welcome these two films. They are designed to wake students up to literature not as "books they have to read for school," but as live material that they will want to know better.

William Rose Benet. 10 min. sd. col. Prod., David Robbins Productions. First of a new series on contemporary authors, it combines biography and on-the-spot information about William Rose Benet, poet and one of the founders of *Saturday Review of Literature*. Aims to "bring the poet to the classroom so the student may regard poetry as a living force rather than a textbook assignment." Benet in Massachusetts and New York, with views of his study; he reads his poem, "The Whale," with a background of coast and sea. Sale: David Robbins Productions, N. Y. C. Rent from film libraries.

It's All Yours. 11 min. sd. b&w. Prod., Willard Pictures. Originally used by Pocket Books, Inc., for its traveling Teen Age Book Shows, the film is designed to encourage teen-age audiences to read and own books. Ralph Bellamy recalls his youth and realizes the benefit and pleasure books brought to his life. Available at cost, before March 1, from Miss Martha Huddleston, Director of Reading Promotion, Pocket Books, N. Y. C. Rent, film libraries.

Priceless Cargo. 23 min. sd. b&w Prod., Jam Handy Organization. The "priceless cargo" is children who reach their schools by bus. Designed to show what constitutes safe school bus operation. Need is shown for road and transport regulation in school areas, and for safe vehicles, drivers, and operation methods. Free, Safety Research Division, Superior Coach Corporation, Lima, Ohio.

With one-sixth of all U. S. school children traveling to and from school by bus, all of us want to assure their safety. If your district uses buses, your school board and PTA, your students too, will welcome this safety-information film.

Public Opinion. 10 min. sd. b&w. Prod., Encyclopaedia Britannica with Dr. H. D. Lasswell of Yale Univ. Another of Britannica's films on democratic processes. ("Democracy" and "Despotism" first two.) Dramatizes impact of public opinion on a community problem, using animated and live photography. Traces public opinion process from recognition to solution of the problem. Emphasizes need for enlightened public. Sale, Encyclopaedia Britannica, Chicago.

A Book

Audio-Visual Methods in Teaching. Edgar Dale. New York: The Dryden Press, 1946. The most comprehensive and varied text yet to appear in this field. Dr. Dale presents basic principles of good teaching and takes these theories into the audio-visual field with hundreds of specific examples and detailed suggestions on method. More than this, the lively style of the text makes its detailed information pleasant to read. It is liberally illustrated and contains bibliographical material and questions to help the reader do his own thinking. A "must" for any teacher.

Pamphlets

Buying Insurance. Consumer Education Series. National Association of Secondary-school Principals. Washington: 1946. 35 cents, less in quantities. The latest in the Consumer Education Series of units for high school students.

Catalog of Radio Recordings—a transcription service for schools. Gertrude C. Broderick. Washington: Federal Radio Education Committee, 1946. Annotated list in literature, music, art, science, social studies, etc.

Publications on Intercultural Education. Bureau for Intercultural Education, New York, 1946. Annotated catalogue of materials on a timely subject. Materials for school and community use on all levels.

Something New in Pictures

Living Leaders is a new service through which you may get a set of photographs and a one-page history of either the Cabinet or the Supreme Court members. Each picture carries a brief biography. In addition, you will receive pictures or material issued relative to personnel changes of either group until the service expires with a change of Federal administration. Write to Living Leaders, Box 32, Harvard Square, Cambridge 38, Mass.

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Key to this list: All hours are EST. New programs, ★★. Music programs annotated in previous issues, ★. Grade levels recommended: E (elementary), J (junior high), S (senior high), A (adult). Networks: ABC (American Broadcasting Company), CBS (Columbia Broadcasting System), MBS (Mutual Broadcasting System), NBC (National Broadcasting Company).

SUNDAY

Northwestern Reviewing Stand (S-A)

11:30-12 noon. MBS Sta. _____ T. _____

Round-table discussion of current affairs with educators, professional and business men. Northwestern University auspices.

Invitation to Learning (S-A)

12-12:30 p. m. CBS Sta. _____ T. _____

The world's great books discussed by leading scholars, critics, and writers.

Yours Sincerely (S-A)

12:30-1 p. m. CBS Sta. _____ T. _____

Charles Collingwood in New York and Lionel Gamlin of BBC in London answer English and American radio audience letters.

The People's Platform (S-A)

1-1:30 p. m. CBS Sta. _____ T. _____

Two eminent guests and chairman Dwight Cooke discuss vital issues.

America United (S-A)

1-1:30 p. m. NBC Sta. _____ T. _____

Representatives of labor, agriculture, and industry alternate; discuss problems facing America.

Time for Reason (S-A)

1:30-1:45 p. m. CBS Sta. _____ T. _____

Series by Lyman Bryson, counselor on public affairs, designed to enlighten public opinion on national and international postwar reconstruction. (Printed copies on request.)

Univ. of Chicago Round Table (S-A)

1:30-2 p. m. NBC Sta. _____ T. _____

Discussions of current social, political, and economic issues. Reprints available.

Warriors of Peace (S-A)

2-2:30 p. m. ABC Sta. _____ T. _____

Theater stars and top Army officers in a new type of Army show — dramatizing the highly important contributions of the U. S. Army in peace.

*Harvest of Stars (S-A)

2:30-3 p. m. NBC Sta. _____ T. _____

*Stradivari Orchestra (S-A)

2:30-3 p. m. CBS Sta. _____ T. _____

*N. Y. Philharmonic Symphony (S-A)

3-4:30 p. m. CBS Sta. _____ T. _____

House of Mystery (E-J)

4-4:30 p. m. MBS Sta. _____ T. _____

A program of mystery with treatment worked out to offset objections to programs dealing with the weird and supernatural. Young children com-

SELECTED BY THE FEDERAL RADIO EDUCATION COMMITTEE

IN RESPONSE to demands for a reliable guide to programs of special value to students and teachers, Scholastic Teacher takes pleasure in presenting this FREC list of more than 60 network features. Four educators comprising the FREC Radio Program Listing Service Advisory Committee select these programs each month from recommendations of the four major networks.

You will want to supplement this list with local programs of equally high merit.

If a program comes at a time awkward for student listening, urge the local station to transcribe and reschedule it.

For study guides offered with many of these programs, write your local station.

prise the studio audience. After story, they discuss it and explanation is made of fancied terrors. Sponsor: General Foods Corporation.

The Family Hour (S-A)

5-5:30 p. m. CBS Sta. _____ T. _____

Opera star Rise Stevens with a program of music. Sponsor: Prudential Insurance Co. of Amer.

*NBC Symphony (S-A)

5-6 p. m. NBC Sta. _____ T. _____

★★The Greatest Story Ever Told (S-A)

6:30-7 p. m. ABC Sta. _____ T. _____

New Testament stories dramatized; supervised by Fulton Oursler, writer and senior editor of *Reader's Digest*. Sponsor: Goodyear Tire and Rubber Co.

*Let's Go to the Opera (S-A)

7-7:30 p. m. MBS Sta. _____ T. _____

★★Sunday Evening Hour (S-A)

8-9 p. m. MBS Sta. _____ T. _____

Detroit Symphony Orch. Karl Krueger conducting.

Exploring the Unknown (S-A)

9-9:30 p. m. MBS Sta. _____ T. _____

Dramatizes scientific research and shows how lives of each of us is affected. Sherman Dryer, director. Sponsor: Revere Copper and Brass, Inc.

Theater Guild on the Air (J-S-A)

10-11 p. m. ABC Sta. _____ T. _____

Finest dramatic entertainment, including drama, comedies, and musicals — many hitherto unproduced on the air. George Hicks, "The Voice of U. S. Steel." Sponsor: U. S. Steel.

Story Behind the Headlines (J-S-A)

11:15-11:30 p. m. NBC Sta. _____ T. _____

American Historical Society auspices. Cesar

Seechinger analyzes historical significance of week's events.

*Music You Know (S-A)

11:30-12 M. CBS Sta. _____ T. _____

MONDAY THROUGH FRIDAY

Time to Remember (S-A)

10:45-11 a. m. CBS Sta. _____ T. _____

Milton Bacon's regional legends and true stories.

The Fred Waring Show (J-S-A)

11-11:30 a. m. NBC Sta. _____ T. _____

Fred Waring, Pennsylvanians, Glee Club, and soloists. Emphasis on choral work. Sponsor: American Meat Institute and Florida Citrus Foundation.

★★Adventure Parade (J-S-A)

4:30-4:45 p. m. MBS Sta. _____ T. _____

Children's classic legends and stories in dramatic readings by Roger Elliott. "The Secret Garden," "Legend of Sleepy Hollow," "Treasure Island," etc., presented in episodic form.

American School of the Air (J-S-A)

5-5:30 p. m. (See daily schedules) CBS Sta. _____ T. _____

Headline Edition (S-A)

7:15-7:45 p. m. ABC Sta. _____ T. _____

Dramatization of day's news, profiles of men in the news; debates regarding current political and social topics.

MONDAY

World Neighbors (Am. School of the Air) (J-S-A)

5-5:30 p. m. CBS Sta. _____ T. _____

Information in dramatic form about our fellow-men in other countries. Mar. 3, Canada; Mar. 10, Sweden; Mar. 17, Ireland; Mar. 24, Liberia; Mar. 31, India.

In My Opinion (J-S-A)

6:15-6:45 p. m. CBS Sta. _____ T. _____

Impact of news on well-known authors, columnists, and men in public life.

*Voice of Firestone (J-S-A)

8:30-9 p. m. NBC Sta. _____ T. _____

*Telephone Hour (J-S-A)

9-9:30 p. m. NBC Sta. _____ T. _____

Doctors Talk It Over (S-A)

10-10:15 p. m. ABC Sta. _____ T. _____

Medical care and public health, with outstanding medical authorities interviewed by Milton Cross. Sponsor: Lederle Laboratories, Inc.

*Eileen Farrell (S-A)

11:30-12 M. CBS Sta. _____ T. _____

TUESDAY

*U. S. Naval Academy Band (J-S-A)

12:30-1:00 p. m. MBS Sta. _____ T. _____

Gateways to Music (Am. School of the Air) (J-S-A)

5-5:30 p. m. CBS Sta. _____ T. _____

The Columbia Concert Orchestra and guest artists present the best in music. Mar. 4, Music from the North; Mar. 11, Movie Music; Mar. 18, Stormy Weather; Mar. 25, Operetta.

Frontiers of Science (S-A)

6:15-6:30 p. m. CBS Sta. _____ T. _____

John Pfeiffer, CBS Science Director, reports news of science and medicine, as well as significant research achievements.

***Boston Symphony (S-A)**

8:30-9:30 p.m. ABC Sta. _____ T. _____

American Forum of the Air (S-A)

9:30-10:15 p.m. MBS Sta. _____ T. _____

Discussion of current affairs from the Nation's Capital, presided over by S. Theodore Granik.

****One World Flight (S-A)**

10:30-11 p.m. CBS Sta. _____ T. _____

Norman Corwin's programs on his 37,000-mile global air voyage in search of "One World."

Open Hearing (S-A)

10:30-11 p.m. CBS Sta. _____ T. _____

From Washington, men and women who make and execute national policies discuss issues of the week. CBS moderator gives background news.

Your United Nations (S-A)

11:30-12 M. NBC Sta. _____ T. _____

United Nations operations explained by documentary and authoritative analysis. Dramatized. NBC University of the Air program.

WEDNESDAY**March of Science (Am. School of the Air) (J-S-A)**

5-5:30 p.m. CBS Sta. _____ T. _____

Dramatized research stories: Mar. 5, Mineral Fireman; Mar. 12, Lights On; Mar. 19, Unseen Enemies; Mar. 26, Chemical Heroes.

Author Meets the Critics (S-A)

10:30-11 p.m. MBS Sta. _____ T. _____

Panel discussion among well-known book critics. Author of book gives summation and rebuttal.

***Invitation to Music (S-A)**

11:30-12 M. CBS Sta. _____ T. _____

THURSDAY**Tales of Adventure (Am. School of the Air) (J-S-A)**

5-5:30 p.m. CBS Sta. _____ T. _____

Dramatizations of outstanding books: Mar. 6, Maria Chapdelaine; Mar. 13, Trumpeter of Krakow; Mar. 20, Huckleberry Finn; Mar. 27, Mystery Island.

In My Opinion (S-A)

6:15-6:30 p.m. CBS Sta. _____ T. _____

(Same as Monday.)

America's Town Meeting (S-A)

8:30-9:30 p.m. ABC Sta. _____ T. _____

Current opinion program in its eleventh year. Geo. V. Denny, moderator; questions from audience.

World Security Workshop (S-A)

10-10:30 p.m. ABC Sta. _____ T. _____

Dramatic program on world peace and security. Scripts from nation-wide contest given in cooperation with America United for World Govt., Inc.

***The Story of Music (Univ. of Air) (S-A)**

11:30-12 M. NBC Sta. _____ T. _____

***Juilliard School of Music (S-A)**

11:30-12 M. CBS Sta. _____ T. _____

FRIDAY**Opinion Please (Am. School of the Air) (J-S-A)**

5-5:30 p.m. CBS Sta. _____ T. _____

READER TAKE NOTE: ABC will broadcast three programs entitled, "School Teacher, 1947." (Feb. 16, 7:30-8 p.m.; Feb. 17, 9-9:30, 9:30-10 p.m.) A half hour each will be given to a "Portrait," the "Profession," and "Prospects" of the 1947 teacher - YOU, that is. MBS is also broadcasting a new symphony music program designed for young people, "Symphonies for Youth." (See Saturday listings.) Integrated with the music program of the Los Angeles schools, the new series features audience participation in musical quizzes.

Invites Americans to consider important questions. Discussions from college campuses.

***Highways of Melody (J-S-A)**

8-8:30 p.m. NBC Sta. _____ T. _____

Meet the Press (S-A)

10:30-11 p.m. MBS Sta. _____ T. _____

Typical press conference. Albert Warner, moderator. Reporters and guest authorities.

World's Great Novels (Univ. of Air) (S-A)

11:30-12 M. NBC Sta. _____ T. _____

Dramatic adaptations of great novels. Handbook.

SATURDAY**Let's Pretend (E)**

11:05-11:30 a.m. CBS Sta. _____ T. _____

Dramatic adaptations of fairy tales and original fantasies by Nila Mack. Also directed by Miss Mack. Sponsor: Cream of Wheat Corp.

****Pro Arte Quartet (S-A)**

12-12:30 p.m. CBS Sta. _____ T. _____

Chamber music by the Pro Arte Quartet, originating from University of Wisconsin.

Consumer Time (S-A)

12:15-12:30 p.m. NBC Sta. _____ T. _____

In cooperation with U. S. Department of Agriculture. Facts about consumer problems; answers consumer questions.

Home Is What You Make It (Univ. of Air) (S-A)

12:30-1 p.m. NBC Sta. _____ T. _____

Dramatized information and advice on home, family, and community. Handbook available. Feb. 22, Under Construction.

American Farmer (S-A)

12:30-1 p.m. ABC Sta. _____ T. _____

Highlights livestock shows, farm forums, state fairs, etc. U. S. Department of Agriculture presents a five-minute portion on farm questions.

Nat'l Farm and Home Hour (J-S-A)

1-1:30 p.m. NBC Sta. _____ T. _____

Everett Mitchell, farm commentator, interviews outstanding agriculturists. Recommended for vocational agriculture and home economics students.

****Symphonies for Youth (S-A)**

1:30-2:30 p.m. MBS Sta. _____ T. _____

Los Angeles Philharmonic Orchestra; Alfred Wall-

stein, director. Thomas Freebairn-Smith, Hollywood radio personality as M. C. and music quiz-master.

Country Journal (S-A)

2-2:30 p.m. CBS Sta. _____ T. _____

Don Lerch, CBS Director of Agriculture Broadcasts, each week brings latest information on agricultural and food matters.

***Metropolitan Opera (S-A)**

2-5 p.m. ABC Sta. _____ T. _____

The Baxters (S-A)

2:30-2:45 p.m. NBC Sta. _____ T. _____

Dramatizes home and family problems. Produced in cooperation with the National PTA.

Adventures in Science (S-A)

2:45-3 p.m. CBS Sta. _____ T. _____

Watson Davis, Director of Science Service, and prominent guest scientists, who explain recent discoveries and report on scientific progress.

Cross Section U.S.A. (S-A)

3-3:30 p.m. CBS Sta. _____ T. _____

Weekly cross section of public opinion relating to the dominant economic issues of the day.

Doctors Then and Now (S-A)

4-4:30 p.m. NBC Sta. _____ T. _____

This program will dramatize outstanding developments in the field of medicine and will feature pickups from different places. Produced in cooperation with the American Medical Association.

Of Men and Books (S-A)

4:45-5 p.m. CBS Sta. _____ T. _____

John Mason Brown, author and critic, discusses the latest books and their authors.

***Philadelphia Orchestra (S-A)**

5-6 p.m. CBS Sta. _____ T. _____

Columbia Workshop (S-A)

6:15-6:45 p.m. CBS Sta. _____ T. _____

Foremost laboratory for new writing and production techniques in radio.

***Cleveland Symphony (S-A)**

6-7 p.m. MBS Sta. _____ T. _____

Labor U.S.A. (S-A)

6:45-7 p.m. ABC Sta. _____ T. _____

Labor program, presenting viewpoints of CIO on labor questions, and including labor news, dramatizations.

It's Your Business (S-A)

7-7:15 p.m. ABC Sta. _____ T. _____

Management's side of labor-management affairs. By United States Chamber of Commerce and National Association of Manufacturers during alternate quarters.

Our Foreign Policy (Univ. of Air) (J-S-A)

7-7:30 p.m. NBC Sta. _____ T. _____

Representatives of State Department, Congress members, and others discuss foreign policy issues. Copies of broadcast available.

***American Melodies (J-S-A)**

10-10:30 p.m. ABC Sta. _____ T. _____

Chicago Theater of the Air (S-A)

10-11 p.m. MBS Sta. _____ T. _____

Famous operas and light operettas in condensed form. Feb. 22, New Moon.

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INSTRUCTIONAL FILMS

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5 NEW 16MM. SOUND MOTION PICTURES IN COLOR



HOW TO READ A BOOK

Designed to aid in the development of reading skills necessary to careful understanding, this film is well adapted to use in junior and senior high schools. Collaborator: William G. Brink, Ph.D., Professor of Education, Northwestern University.



IMPROVE YOUR READING

As an aid to the correction of poor reading habits, this reel is ideal for use in intermediate and junior high school language arts classes. Collaborator: John J. De Boer, Ph.D., Chairman, Education Department, Roosevelt College.



HOW WE ELECT OUR REPRESENTATIVES

Explains the functional basis of our democracy—our election system. Vital for all civics, government and social studies classes in junior and senior high schools, teacher training and adult education. Collaborator: Jerome G. Kerwin, Ph.D., Professor of Political Science, Univ. of Chicago.



THE COLUMBIA RIVER

Captures the tremendous force and vitality of this mighty source of hydro-electric power. Excellently suited for geography and economics classes in elementary, junior and senior high schools. Collaborator: Clifford M. Zierer, Ph.D., Chairman, Department of Geography, University of California at Los Angeles.



AIR IN ACTION

Demonstrates basic principles of aerodynamics. Live-action sequences interspersed with animation. For general science and physics classes at elementary, junior and senior high school levels. Collaborators: Ira M. Freeman, Ph.D., Associate Professor Physics, Swarthmore College.

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Give Teachers a Better Deal

(Continued from page 9-T)

tence of local control of schools receive the support of the American Legion."

National commander Paul H. Griffith, in his American Education Week broadcast, declared that the Legion's 15,400

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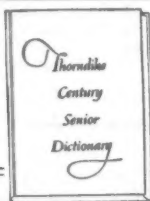
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posts would "lead the way" in support of better salaries for teachers.

"A PAY BOOST QUICKLY"

American Veterans Committee

Further support of salary increases comes from Chairman Charles B. Bolte of one of the newer veterans groups: "Our institutions for keeping peace have not kept pace with the development of weapons with which to make war and destroy ourselves. The role of the teacher and that of the entire educational process are vital to our catching up in time. But, within our educational system we find low wages, inadequate facilities, a shortage of textbooks, and overcrowded conditions. More and more teachers are being drawn out of the school system, because the pay they are offered is not enough to off-set the large increases in the standard of living. The American Veterans Committee stands wholeheartedly behind rises in salaries for teachers, and endorses all action which will bring a pay boost quickly and effectively."

"CORRECT THE SITUATION"

The National Grange

"At present our public schools are facing a crisis, just as they did during the inflationary conditions that existed during World War I and for a short period thereafter. The chief difficulty is that the salaries of teachers have not kept pace with the rising cost of living occasioned by wartime conditions. . . .

"Many States and school districts have taken steps to meet this emergency. Where this has not been done, since most of the State Legislatures will be in session during the coming winter, proper provision should be made to correct the situation and do justice to the teachers, who are among our most worthy public servants."

"ADEQUATE MINIMUM WAGE"

Congress of Industrial Organizations

Championing the right of every American to "enjoy full opportunity for, and receive, an adequate education," CIO at its November convention said: "An unprecedented crisis exists in the American school system. The underpayment of teachers, the under-financing of school systems and the consequent under-manning of the classrooms have created a reduction of educational opportunity from the elementary school to college level and threaten the very basis of our entire educational system."

"We urge that minimum educational standards be established by the Federal Government based on the principle that every boy and girl is entitled to free education through high school . . . We urge an adequate minimum wage scale and proper security for teachers."



UP and coming

The Wayward Bus. By John Steinbeck. Viking Press. \$2.75. His first full-length novel in eight years.

But Look, the Morn. By MacKinlay Kantor. Coward, McCann. \$3.50. Story of a boyhood in Iowa.

Kingblood Royal. By Sinclair Lewis. Random House. \$3. Already chosen for June distribution by the Literary Guild.

Presidential Mission. By Upton Sinclair. Viking Press. \$3. Latest in the Lanny Budd series.

Inside U. S. A. By John Gunther. Harper. \$4 (probable price). Scheduled for publication in April.

The Showman of Vanity Fair. By Lionel Stevenson. Scribner. \$5. Life of Thackeray and a picture of the life of 19th century England.

Mainly on the Air. By Max Beerbohm. Knopf. \$2. Collection of Sunday evening London broadcasts by the well-known essayist.

On These I Stand. By Countee Cullen. Harper. \$2.50. The poet's own choice of the best of his verse.

Einstein: His Life and Times. By Philipp Frank. Knopf. \$4.50. Biography of a great man for the reader with an average science background.

Cartels in Action. By George W. Stocking and Myron W. Watkins. Twentieth Century Fund. \$4. A survey of cartel arrangements in eight important fields.

Explaining the Atom. By Selig Hecht. Viking Press. \$2.75. A guide for the layman.

Meet the Atoms. By O. R. Frisch. A. A. Wyn. \$3. Subtitle is "A Popular Guide to Modern Physics."

How Good Is Your Taste? By Sanford E. Gerard. Doubleday. \$3. An entertaining guide to evaluate and improve your taste and the appearance of your home.

I Wish I'd Written That. Edited by Eugene J. Woods. Whittlesey House. \$3.50. A collection of authors' selections from the works of other authors.

INEXPENSIVE REPRINTS

My Ten Years in a Quandary. By Robert Benchley. Pocket Books. 25c.

Introducing Shakespeare. By D. G. Harrison. Penguin (Pelican) Books. 25c.

A Tree Grows in Brooklyn. By Betty Smith. Bantam Books. 25c.

Runyon a La Carte. Pocket Books. 25c.

Black Boy. By Richard Wright. World Publishing Co. \$1.

An American Tragedy. By Theodore Dreiser. World Publishing Co. \$1.98.

Teaching Aids for PRACTICAL ENGLISH

BASED ON MATERIALS IN THIS ISSUE

You're Telling the World (pp. 5, 6)

AIMS

1. To learn the methods of publicizing coming events in order to make people want to attend.

2. To gain some practice, if possible, in publicizing a school event.

SUGGESTED ACTIVITIES

No doubt several members of your class are now working on publicity for a school play, yearbook, basketball game, track meet, or some other group project. However, if possible, have the *whole* class work on some definite school event. Perhaps your basketball coach would be only too grateful to have an English class take over the publicity for the big basketball game of the season. If so, the stimulation of knowing that the publicity of an actual school event is the sole responsibility of a certain English class will make your group anxious to put over the affair with enthusiasm.

The artistic members of the class should be appointed to work on attractive posters and see that they are appropriately distributed. Select a committee to write and mimeograph handbills for distribution, and another group to distribute them in the school corridors, from house to house, or on the street corner. Press releases may become the responsibility of another group of students. Encourage the entire group to do a thorough job of publicizing the event by talking about it to all interested people. If the event is well-attended, your class will have the pleasure of knowing that their work has been a contribution to the success of the occasion.

One classroom period should give enough time to discuss this article, to appoint committees, and to outline plans for publicity. The rest of the work can be done outside of class time, although a check-up of the work accomplished daily will be added incentive.

A discussion of this article may be welcome to your students even though an actual publicity campaign cannot be worked out. In the future your students may feel better equipped to work on publicity committees for civic and school affairs.

Red Cross Publicity Writers (p. 7)

Learn — to Think Straight (p. 11)

SUGGESTED ACTIVITIES

In this issue is an article on publicity ("You're Telling the World") and one on propaganda ("Learn to Think Straight"). "Red Cross Publicity Writers" can contribute to a discussion of either one of these articles, or both. In connection with the lead article on publicity, your class might discuss some of the publicity jobs which might be open to them a few years hence. As our economic system is set up, many opportunities are open in this field, and most of your students will want to be job-wise in a few years.

Linking this article with the consideration of learning to think straight in matters of propaganda, Red Cross publicity might be discussed as propaganda for a good cause. First, be

sure your class has an adequate conception of the meaning of the word "propaganda." Then, let them list instances of propaganda used for a good cause and other instances of unfair propaganda. The newspapers, magazines, and local campaigns of political nature may supply the examples.

Although you may find spending too much time on these individual articles impractical as a classroom activity, you should never lose the opportunity of urging your students to think straight in both personal and civic affairs.

Danger! Words at Work (p. 8)

AIMS

1. To add to the student's vocabulary by working on words which may have several different meanings or shades of meanings.

SUGGESTED ACTIVITY

Words which may be used as two different parts of speech very often confuse students. Give them a list of words which may be both nouns or verbs. Ask them, with the aid of dictionaries, to use the words in sentences — first, as a noun, and then as a verb. The following list might be a start:

surprise	practice
mortgage	order
record	warrant
credit	experience
guarantee	calm
transfer	camouflage

Give your students a list of words which have several different connotations. Ask them, again with the aid of dictionaries, to use these words in sentences. They should write one sentence for each meaning of the word. The following list supplies a starting point:

COMING NEXT WEEK

February 24, 1947

Selling — Selling — Sold!: House-to-house salesmanship; how to sell tickets for a school play; how to solicit donations for a civic project.

What Would You Say?: A lively quiz on incorrect usage written in dialogue form.

Interview with a Fuller Brush salesman.

Do You Know the Score?: Final article in series on "How to Judge Motion Pictures" — a scoreboard chart for judging and rating films.

Letter Perfect: Simple follow-up sales letters.

Are You Spellbound? Words often misspelled because they are mispronounced.

Shop Talk: Insurance terms.

Learn to Think Straight: Ways in which propaganda is spread.

Also quiz, Slim Syntax, short story, Boy dates Girl, sports, movie and record reviews, etc.

RADIO SERIES BEGINS

March 3, 1947

The final article in our current series on "How to Judge Motion Pictures" will appear in next week's issue dated February 24, 1947. The first article of a similar series on "How to Choose Radio Programs" will appear in the following week's issue dated March 3. Both of these series are a part of our study unit on "Developing Standards of Critical Judgment."

The radio series will begin with an article on radio listeners' tastes and an explanation of the Hooper ratings. Other articles in the series will discuss the various types of radio programs with criteria for judging them, radio techniques (including speech), community radio projects, and high school workshops — with examples of outstanding school workshops of today.

act	content
agitate	commit
baffle	curve
bureau	drove
charge	imply

An inadequate vocabulary is often the reason for the failure of a student to comprehend subject matter. At every available opportunity help your students to become aware of words and their meanings.

Straighten Out Your Homonyms (p. 10)

SUGGESTED ACTIVITY

While on the subject of vocabulary, a little practice in using homonyms might be useful as well as amusing. If you have some clever rhymsters in your class, let them work out some verses, using the following list, or let the more prosaic students use the words properly in sentences.

aloud, allowed	principal, principle
bough, bow	right, write
coarse, course	shone, shown
council, counsel	straight, strait
forth, fourth	threw, through
plain, plane	ware, wear

Critics for an Afternoon (p. 9)

AIM

1. To show what excellent movie critics high school students may be.
2. To inspire your class to use critical judgment by allowing free discussion of a highly-recommended film.

SUGGESTED ACTIVITY

The Yearling may not be seen by most of your students for some weeks to come, but this discussion by high school students is a good example of how many opinions may be expressed on one movie.

Introduce this article on a day when a movie of some value is being shown in a local theater. Find out how many of your students are planning to attend. Tell this group that their only assignment for the following day will be to come prepared to discuss in open forum the movie which

they are seeing. It may be advisable to appoint a student chairman to keep the discussion moving. Perhaps the members of the group who will not be seeing the movie might be asked to go to the library and look up in newspapers and magazines what the critics have said about this movie. Their assignment would be to come to class prepared with intelligent questions to ask the forum group.

Let the discussion follow its own course in so far as possible, but be prepared to bring it to a close as soon as the interest lags.

LETTERS FROM STUDENTS

Our sincere thanks go to the members of Miss Barbara Huston's junior composition class in Bremerton (Washington) High School. After using *Practical English* as their classroom magazine for the first semester, each student wrote a "letter to the editor" giving his or her opinion of the magazine. The letters were interesting and informative to our editorial staff — and we would welcome more of such classroom projects in letter writing.

Happily (from our point of view) there was little adverse criticism. The comment that pleased us most was:

"What I've always thought impossible has happened. Why, English is actually fun now!"

UNLOOSE THAT WORD!

The following letter recently appeared in the letters column of *The New York Times*. The editors made no comment in reply, but we can imagine the harassed expressions on their faces.

"Words are strange things. All of us are familiar with words that have changed their meanings from the original, until they now mean exactly the opposite of the first definition. I would like to know, quite seriously, if 'unloosed' is one of these.

"For the past several years I have been seeing the word 'unloosed' in the editorials of *The New York Times*. The first time I saw it I could only put it down to a typographical error. But it kept occurring, until I was forced to the conclusion that it was not 'unleashed' that was meant, but actually 'unloosed.' The last time was in the principal editorial of January 6, on Mr. Baruch's resignation: '... the resignation did take the world by surprise and has inevitably unloosed many speculations.'

"Now I ask you, what does 'loosed' mean? If it means released, does not 'unloosed' mean the contrary? And please do not quote dictionaries to me. I am quite aware that both Webster and Funk & Wagnalls give 'unloosed' as a proper expression.

"Frankly, I have always felt that *The New York Times* was above dictionaries. In this case, it should be on the side of logic. 'Unloosed' certainly means 'not loosed.' And 'unleashed' means 'not leashed.' So for the sake of those of us in this snow-bound (as of today) land, where syllables are precious as time-tables, give us no more of this double-talk."

Answers to "Who? Which? What?"

You're Telling the World: 1-b, 2-c, 3-b, 4-c.

Danger! Words at Work: A. 1-bowling, baseball, fishing; 2-mathematics, aviation, carpentry; 3-commerce and trade, transportation, military services. B. 1-b, 2-e, 3-d, 4-a, 5-c. C. 1-adapt, 2-disease, 3-personnel, 4-respectively.

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IF YOU HAVEN'T SEEN one yet, the chances are that you soon will. For already, more than a thousand such coal-burning locomotives are in operation on American railroads.

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Research projects now at the point of fruition, or well under way, include improved methods and new equipment that will benefit not only the railroad man, the manufacturer, the farmer, and the home owner—but every living person in America!

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1. JEANNIE ARRIVES refreshed after her trip via Canadian National's *Continental Limited*. She checks in at the Lodge, changes to riding togs, and is off on a Jasper trail.



3. JEANNIE WILL LOVE the crystal-clear water in the Lodge's heated outdoor pool. There's tennis, canoeing, hiking and motor trips through the Park. Jeannie's camera will snap lots of action pictures of wild animal life.



Jeannie has a date with JASPER...

JASPER WHO? Why, Jasper National Park, of course — show-place of the Canadian Rockies, 4,200 square miles of matchless mountain playground . . . including the Columbia Icefield — all easily accessible from Canadian National's renowned Jasper Park Lodge.



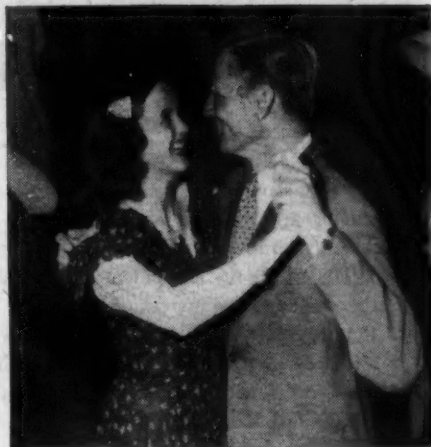
2. HI, JEANNIE! Watch that stance! and keep your eye on the ball — if you can amid such mountain grandeur. Jasper's championship 18-hole golf course means golf at its best.

4. **AH—MUSIC AND GAIETY.** Jasper Park Lodge is famed for its luxurious, informal hospitality. A genuinely hearty welcome awaits you. Open June 15 to September 15. Rates from \$10 per day, including meals. Accommodation, 650 guests.

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